

1998

A Study to Determine the Effect of the Rosemont Middle School Mentor/Mentee Program of Norfolk Public Schools on the Scholastic Advancement, Attitudes, and Behavior of the Fall 1997 Sixth, Seventh, and Eighth Grade Mentees

Janice Kaye Ahrens-Bella
Old Dominion University

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**A STUDY TO DETERMINE THE EFFECT OF THE
ROSEMONT MIDDLE SCHOOL MENTOR/MENTEE PROGRAM
OF NORFOLK PUBLIC SCHOOLS ON THE
SCHOLASTIC ADVANCEMENT, ATTITUDES, AND BEHAVIOR OF THE
FALL 1997 SIXTH, SEVENTH, AND EIGHTH GRADE MENTEES**

A Research Paper

Presented to the Graduate Faculty

Of the Department of Occupational and Technical Studies

At Old Dominion University

In Partial Fulfillment

of the Requirements for

the Master of Science in Education Degree

By

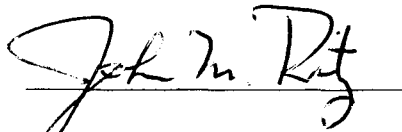
Janice Kaye Ahrens-Bella

July 18, 1998

APPROVAL PAGE

This research paper was prepared by Janice Kaye Ahrens-Bella under the direction of Dr. John M. Ritz in OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science of Education.

APPROVAL BY:



Dr. John M. Ritz
Advisor and
Graduate Program Director

7-13-98

Date

ACKNOWLEDGEMENTS

I extend a sincere thank you and warmest heart-felt appreciation to Mr. Harris, Dean of Students and Rosemont Middle School Mentor/Mentee Program coordinator, the Fall 1997 mentees and Rosemont Middle School administration and staff.

Additionally, I extend a very big thank you to Dr. John Ritz, my distinguished graduate advisor. Dr. Ritz and Dr. Deal have always been more than eager to assist me throughout the Master of Science in Education Degree, Technology Education program. I have attended many graduate schools and earned several advanced degrees. I can truly say that I received the best education and guidance from Old Dominion University, Department of Occupational Studies and Technical Studies. I truly hate to know that my tenure at Old Dominion University is over.

Finally, I extend a very sincere thank you to my family, friends, and students for their patience and input on the many projects I completed while enrolled in the Master of Science in Education Degree, Technology Education program. I spent many long hours burning the midnight and sometimes all night oil working to complete all class projects and this thesis within defined time requirements.

For future Master of Science in Education Degree, Technology Education program students, I humbly offer my

"RECIPE FOR LIFE"

"As Long as I am on this
earth, three things will guide
me in my life:
PMA - Positive Mental
Attitude
PTL - Praise the Lord
My family, friends and
Students

Thank you,
Jan Bella

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CHAPTER I

INTRODUCTION

Mentoring is an old concept that has been around since the birth of Jesus Christ. Jerry Kosberg (1988) provides many examples of spiritual mentoring. He argues that spiritual mentoring was first referred to in Luke 1:36-40. Here, the messenger of God directed Mary to Elizabeth. Elizabeth was characterized as an older woman, who could support Mary, encourage her, be an example to her, counsel her, and guide her.

Kosberg further argued that "Apostle Paul was mentored by Barnabas (Acts 9:29, 11:26, etc.). In turn, Paul guided Silas, Timothy, Titus, Luke, and many others.

Kosberg concludes his mentor findings by stating "Our Lord Jesus is the greatest example of a mentor. His whole life was one of investing himself in the lives of others" (p. 124-30).

The first time the word mentor appeared in print was in the ancient Greek poet Homer's epic poem *The Odyssey*. Here, Odysseus knew that he would be away from home for many years, so he solicited the aid of a man named Mentor to be his son's guardian and tutor. From this point, mentor is defined as any trusted counselor or guide. Over time, the term mentor has evolved to include a variety of other roles, such as advocate and friend.

Mentoring, as it is used today, had its origin in the late 1960s and early 1970s Friendly Visitors model. This model shows predominantly white-suburban-company men and women serving as role models for the poor and disadvantaged urban children

(Townsel, 1997, p. 125-7). In the 1970s, mentoring was viewed as a means to "climb the corporate ladder of success". In 1990, Friendly Visiting was replaced by the Big Brothers -- now Big Brothers/Big Sisters of America (Freedman, 1992).

Mentoring is not limited to the spiritual realm or corporate world. Mentoring continues to gain popularity in several different contexts. Reglin (1997) declares that several successful people including athletes, political leaders, and civil rights activists have had mentors in their lives. For example, Muhammad Ali credits his manager, Herbert Muhammad, as being a major force in his career. The Rev. Jesse Jackson's apprenticeship under Rev. Dr. Martin Luther King, Jr., led him to a famous civil rights career (p. 319-24).

Reglin (1997) claims that within the past two decades, there has been a virtual explosion in the number of mentoring programs. Mentoring is now a major ingredient in programs aimed at meeting the needs of disadvantaged children who are at risk of "dropping out of school; abusing alcohol, drugs, and other substances; engaging in criminal activity; becoming teenage parents; or falling victim to serious mental illness (p. 319-24).

The success of school-based and other mentoring programs is not commonly documented. Mentoring program research is usually descriptive in nature and generally does not contain evaluation results or analyses of program strengths and weaknesses.

Mentoring program agencies and coordinators prefer to put funds into direct services than into evaluation (Flaxman, 1992). Therefore, quality data showing the true impact of mentoring is limited.

Plucker, Struchen, and Porta, among other education researchers, argue that determining the effectiveness of mentoring programs should be a priority for future aspiration work. This study helps fill the void of mentoring program evaluations.

Statement of the Problem

The problem of this study was to determine the effect of the Rosemont Middle School Mentor/Mentee Program of Norfolk Public Schools on the scholastic advancement, attitudes, and behavior of the Fall 1997 sixth, seventh, and eighth grade mentees.

Research Objectives

The objectives of this study were to explore the following questions:

1. How was the mentoring relationship perceived by the Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade student mentees?
2. What effect did the Rosemont Middle School Mentor/Mentee Program of Norfolk Public Schools have on the scholastic advancement of the Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade mentees?
3. What effect did the Rosemont Middle School Mentor/Mentee Program of Norfolk Public Schools have on the attitudes of the Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade mentees as perceived by the mentees?

4. What effect did the Rosemont Middle School Mentor/Mentee Program of Norfolk Public Schools have on the behavior of the Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade mentees?

Background and Significance

"We Real cool.
 We Left school.
 We Lurk late.
 We Strike straight.
 We Sing sin.
 We Thin gin.
 We Jazzy June.
 We Die soon.
 "We Real Cool" Brooks (1991)

The above poem is a sign of the times. Dohrn (1997) argues that much of America is convinced that young people are a menace; that children, violent and without remorse, must be contained and feared. He further contends that many adults seem convinced that most adolescents are different from the teens we once were, that they are not longer children and that they are bad. The beliefs and attitudes of many Americans are supported daily through television news reports, daily newspaper headlines, and statistics released by government agencies.

The United States Department of Justice declares that United States courts with juvenile jurisdiction handled 1,471,200 cases of delinquency in 1992, with a disproportionate increase in violent offenses (e.g., 80 percent more aggravated assaults than 1991, 86 percent more charges involving weapons). The 1.5 million figure represents a 26 percent increase in delinquency cases since 1988.

The Office of Juvenile Justice and Delinquency Prevention (1994) reports that an estimated 90,000 status offenses (truancy, ungovernable, runaway, etc.) were formally disposed of by United States courts with juvenile jurisdiction in 1991, a 9 percent increase over 1987. The largest increase among the four major status offenses was for petitioned truancy cases: an increase of 22 percent between 1987 and 1991.

The United States Department of Education (1993) reports that crime statistics for offenders under 18 years of age are staggering. Youths account for 14 percent of the arrests for murder and nonnegligent manslaughter; for rape, 15 percent; larceny/theft, 30 percent; and motor vehicle theft, 43 percent. In 1990, 15.6 percent of the nation's crimes were committed by 14- to 17-year olds.

These juvenile statistics are only a small indication of the problems facing youth and the community. More and more youth are committing crimes and being brought to the attention of juvenile justice administrators. Actions must be taken to help at-risk and delinquent youth. Actions must be taken to help restore community harmony.

The need for action has existed for over a decade. In 1983, the National Commission on Excellence in Education called for sweeping school reform. The Commission found that our schools are failing. Because of this failure, American youths are at risk of becoming involved with drugs, of dropping out of school, and of being incarcerated (National Commission on Excellence in Education, 1993).

One possible course of action is a wide scale implementation of mentoring programs. Successful mentoring programs have far-reaching benefits, both to youth and the community (Reglin, 1993). Over the past several years, a number of studies have

shown that mentoring relationships are linked to improved grades, lower dropout rates, and higher enrollment in college. Mentoring initiatives also address wider social concerns, including a greater regard for people of other races and socio-economic backgrounds and a reduction in drug use (<http://www.stw.ed.gov/factsht/mentor.htm>).

The benefits of mentoring (Werner, 1996; Dugan, 1989; Garmezy, 1983) have led school, juvenile justice, and mental health professionals to believe that the institutionalization of such relationships can accomplish positive outcomes for young people at risk of school failure or delinquency (Rockwell, 1997).

In the 1992 Reauthorization of the Juvenile Justice and Delinquency Prevention Act of 1974, Congress added Part G -- Mentoring. Congress recognized mentoring as a tool for addressing poor school performance and delinquent activity. Senator Frank Lautenberg and Congressman William Goodling were the primary sponsors of this new provision. In Part G, Congress encouraged school collaboration in mentoring programs. School officials are urged to serve as a primary source or as a partner with other public or private nonprofit entities.

The Clinton administration strongly endorses Part G of the 1992 Reauthorization of the Juvenile Justice and Delinquency Prevention Act of 1974. President Clinton argues:

People who grew up in difficult circumstances and yet are successful have one thing in common ... at a critical junction in their early adolescence they had a positive relationship with a caring adult.

The Clinton Administration is rallying support from other political, corporate, and religious leaders. Last April, the President's Summit for America's Future was held in

Philadelphia. The Summit assembled President and Mrs. Clinton, Vice President Gore, Ex-presidents, CEOs, clergy and charity chiefs and others. This group of political, corporate, and religious leaders promoted corporate and community commitments aimed at providing more than two-million of America's underprivileged youth with safe and healthy environments, mentoring, education and community service by the year 2000 (http://www.allstate.com/pres_sum.html).

School administrators have made extensive efforts to meet the challenges advanced by the National Commission on Excellence in Education, the United States Congress, and the Clinton Administration. They have implemented many programs designed to provide the kind and quality of support that will enable students to be successful in the school community.

Continued advancement in school-based mentoring programs is partly dependent on identifying what works/does not work. No one approach has been shown to solve all problems faced by at-risk children (Harjan, 1994).

In order to help more youth, schools, and communities realize the benefits of youth mentoring programs, it is essential to conduct self-evaluation studies. The number of school-based mentoring evaluation programs is limited.

Researchers explain the shortage of mentoring evaluation studies by arguing social service agencies would rather put funds into direct services than into evaluation (Flazmen, 1992). Additionally, some contend there is a common assumption that youth mentoring programs are beneficial, consequently, quality data showing the true impact of mentoring is limited (Struchen and Porta, 1997).

The problem of a limited number of studies is compounded by the fact that those studies that have been conducted are usually descriptive in nature and do not contain evaluation results or analyses of program strengths and weaknesses (Plucker, 1998). Furthermore, the literature on youth mentoring programs is most often on career identification and investigation. Haensly and Parsons (1993) argue that mentoring is critical and complementary not only to career development, but also to making the entire school experience personally meaningful to youth (p. 202). Plucker (1998) stresses that determining the effectiveness of mentoring programs should be a priority for future work (p. 240).

Cognizant of the many benefits mentoring offers, it is imperative that educators take a leading role in conducting rigorous self-evaluations of their mentoring programs. Self-evaluation should be conducted frequently. Self-evaluation will ensure that the program is meeting its stated goals and objectives. Additionally, it will yield documentation of mentoring program success that may help in widening the program's financial and social support base (<http://www.mentoring.org/menu.html>). Furthermore, these evaluations will help administrators determine which factors enable some at-risk children to succeed despite seemingly insurmountable obstacles. Knowledge of these factors will help educators, and the community at-large, deal more effectively with at-risk students by promoting support factors in the school community (Christiansen, Christiansen, Howard, 86, 1997).

As stated, the purpose of this study is to determine the effect of the Rosemont Middle School Mentor/Mentee Program of Norfolk Public Schools on the scholastic

advancement, attitudes, and behavior of the Fall 1997 sixth, seventh, and eighth grade mentees. The findings of this evaluation will help Rosemont Middle School administrators improve their current mentoring program. Additionally, the findings may be applicable to other school mentor programs.

Limitations

This study was limited to Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade mentees. A qualitative study of the perceptions and attitudes of the Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade mentees was conducted. Additionally, a quantitative study of the scholastic advancements and in-school behavior of all the Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade mentees was performed.

The instruments used in the qualitative study were subjective and limited by the respondent's ability to provide accurate and honest statements. School administrators and teachers ability to report all offensive in-school behavior and student grades limit the instruments used in the quantitative study. Additionally, instrument reliability is dependent upon data entry personnel to accurately input data.

Assumptions

This study is based on the following assumptions:

1. Rosemont Middle School Mentor/Mentee program coordinators have established a well-defined recruitment plan and screening process to recruit and determine the suitability of an individual for a mentoring initiative.
2. Rosemont Middle School Mentor/Mentee program coordinators have successfully matched mentors and mentees.
3. Rosemont Middle School Mentor/Mentee program coordinators have implemented a monitoring process and established an ongoing support and training program.
4. Rosemont Middle School Mentor/Mentee program coordinators have scheduled exit interviews that offer students, mentors, staff and parents the opportunity to: a) evaluate the mentor program and mentoring relationship; b) help students plan for the future; and c) include a clearly stated policy for further contact between mentor and student.
5. Rosemont Middle School mentors can set realistic goals, support students, meet program expectations, comply with school district policies, understand mentor program processes, identify support services, and fulfill mentor role requirements.
6. Rosemont Middle School student mentees can define their mentee objectives and roles; and know what to reasonably expect from their mentors, and what not to expect.

Procedures

This study is based on qualitative and quantitative analysis. The first phase of this study is based on a structured closed question survey. The survey was distributed to

Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade student mentees in April 1998.

The second phase of this study is a quantitative assessment of the scholastic advancements and in-school behavior of the Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade mentees. This analysis instills objectivity and validity in this study.

The results of the survey and quantitative assessment will be tabulated, compared, and interpreted. Recommendations for the advancement of the Rosemont Middle School Mentor/Mentee Program will be offered.

Definition of Terms

The following list of terminology and definitions are relevant to this study:

Mentoring	A structured one-to-one relationship or partnership that focuses on the needs of the young person; fosters caring and supportive relationships; encourages young people to develop to their fullest potential; and helps a young person to develop to his or her own vision for the future. http://www.mentoring.org/formentors.html .
Student Mentee	Students enrolled in the Rosemont Middle School Mentor/Mentee Program.
Mentor	A mentor is an older, more-experienced person who seeks to further the development of character and competence in a younger person (Bronfenbrenner cited in Freedman, 1991).
Middle School	These schools include the sixth through eighth grade.
At-risk Students	Students exhibiting one or more of the following characteristics: high absenteeism, repeating or have repeated one or more grades, achieving less than their

potential, low motivation and low self-esteem (Rosemont Middle School Partners In Education Mentorship Program, 5, 1995).

Honor A Students	Students with grades of "A" in all subjects.
Honor B Students	Students with grades of "A" or "B" in all subjects.
C Average Students	Students earning an 84 to 77 percent grade point average.
NPS	An acronym for Norfolk Public Schools, Norfolk, Virginia.
Program Coordinator	Person responsible for the planning and implementation of the Mentor/Mentee program.

Overview of Chapter

Chapter I introduces the study to determine the effect of the Rosemont Middle School Mentor/Mentee Program of Norfolk Public Schools on the scholastic advancement, attitudes, and behavior of the Fall 1997 sixth, seventh, and eighth grade student mentees. The history of the Rosemont Middle School Mentor/Mentee Program is recorded and the significance of evaluating the program established. Research goals for the study are developed. The parameters of the study are identified, and assumptions, limitations, and procedures noted. A list of terms used in this study and their definitions are provided.

Chapter II will present a review of literature. Chapter III will address the methods and procedures used in obtaining the information for the study. Chapter IV will report

the findings of the study. Chapter V will present the summary, conclusions and recommendations based on the findings of this study.

CHAPTER II

REVIEW OF LITERATURE

Before administering a questionnaire to the thirty Rosemont Middle School Mentor/Mentee Program Fall 1997 sixth, seventh, and eighth grade mentees, the researcher reviewed related literature on mentoring programs. In order to understand mentoring programs, it is helpful to be familiar with the mentoring concept. The first part of this review will present some mentoring definitions and identify characteristics of an effective mentor. After explaining what mentoring is and who mentors are, Chapter II will outline recommend mentor program procedures, discuss the benefits of mentoring programs, and address the future of mentoring programs. This section concludes with a review of the Rosemont Middle School Mentor/Mentee Program model.

Definition of Mentoring

The mentoring concept is not new. As stated in Chapter I, mentoring may be traced back to biblical times. Although mentoring is an old concept, researchers continue to debate its true meaning. Freedman (1993) argues that although successful, long-term, mentoring relationships have been shown to affect protégés to a significant degree. How these bonds are formed and maintained is not confined to any one method. Some relationships thrive solely on one-to-one relationships, whereas others benefit from more extensive group interactions. This disparity deters the development of a universally accepted definition of mentoring.

Some researchers (Freedman, 1991; Anderson and Shannon, 1988; and Plucker, 1998) have established mentoring definitions. These definitions are applicable to a particular setting (e.g., business, adult-to-youth relationships).

Other researchers (Struchen and Porta, 1997; Hendricks and Hendricks, 1995) believe that it is easier to describe mentoring than it is to define mentoring. These researchers argue that given the diverse settings in which mentoring relationships develop it is more meaningful to describe mentoring than attempting to establish a global definition of mentoring.

Finally, other researchers take a bold stand and develop both a definition and a description of mentoring (e.g., Levinson, Darrow, Klein, Levinson and McKee, 1978; Schockett and Haring-Hidore, 1985; Bronfenbrenner, 1991; Searcy, Lawson, and Trombino, 1995). These researchers identify the functions of mentors. Additionally, they describe the types of mentoring activities.

This section examines some of the definitions and/or descriptions of mentoring advanced in the last 10 years. The definitions and descriptions will be compared, however the development of a universally accepted mentoring definition is beyond the scope of this study. The different definitions and descriptions will be reviewed under one of three broad headings: mentoring defined, mentoring described, or mentoring defined and described.

Mentoring Defined

Freedman (1991) argues that the classical concept of mentoring has three main elements. First, mentors nurture their protégés' achievement. Second, mentors help nurture their protégés to adulthood by teaching them specific skills. Finally, mentoring relationships are usually intergenerational. They are characterized by the voluntary assumption of responsibility for members of the next generation. Anderson and Shannon (1988) and Plucker (1998) incorporate these elements in their mentoring definitions.

Anderson and Shannon (1988) define mentoring as an intentional, insightful, supportive process in which a more skilled or experienced person, serving as a role model, nurtures, befriends, teaches, sponsors, encourages, and counsels a less-skilled or less-experienced person. They further add, the experienced person promotes the less-experienced person's professional and/or personal development (Anderson and Shannon, 1988, p. 39).

Plucker (1998) describes mentoring as a one-on-one or small group relationship between an adult and protégé(s). He adds that this relationship stimulates new interests, identifies constructive ways of relating to the world, and conveys information about problem-solving. Plucker concludes that this union helps the protégé(s) exert control over his or her environment and provides a caring, stable environment in what may otherwise be a chaotic set of experiences (p. 240).

Reviewing the above mentoring definitions, it is evident that Anderson and Shannon and Plucker have incorporated the three essential elements of the classical definition of mentoring achievement, skills, and voluntary assumption of responsibility

for members of the next generation. The settings in which they created their definitions were different, however the results were similar.

Anderson and Shannon's mentoring definition is descriptive of a business or professional relationship. Alternatively, Plucker's mentoring definition is applicable to a school-based mentoring program. Given the different settings, both definitions link an experienced person, volunteer mentor, with a less experienced person, young protégé. Additionally, the authors stress the importance of the less experienced person or protégé developing constructive techniques to enhance future personal and professional development.

Description of Mentoring

Struchen and Porta (1997) argue that although the term "mentoring" is commonly used to describe adult- protégé relationships, it is not clear exactly what mentoring is" (p. 119). They add:

mentoring can be thought of as a bond that occurs over time. A one-to-one match provides an opportunity for that bond to develop, but there is no guarantee that this will happen. Mentoring can best be described as a continuum with a relationship such as those provided by Big Brothers/Big Sisters (a one-to-one match) at one end and a classroom volunteer with a large group at the other end (p. 119).

Hendricks and Hendricks (1995) echo Struchen and Porta's position. They argue:

defining mentoring is difficult, but describing it is very easy. It is like having an uncle that cares for you for a lifetime, and wants to see you do well. He is not your competitor: he is there to support you, not to compete with

you or discourage you. He is not your critic as much as he is your cheerleader (p. 165).

Levinson et al. (1978) stress the complexity of the mentoring relationship. They state the mentor relationship is one of the most complex and developmentally important a man can have in early adulthood. The mentor is ordinarily several years older, a person of greater experience and seniority in the world the young man is entering. Mentoring is best defined in terms of the character of the relationship and the functions it serves. Levinson et al. (1978) vehemently argue given the diverse settings in which mentoring is conducted, it is not practical to develop a definition for mentoring. Any definition of mentoring is applicable only to the setting in which it is developed; it may not be universally applied to all settings. Levinson et al. (1978) conclude that the only common bond between mentoring relationships is the mentor role. A mentor functions as teacher, sponsor, host and guide, exemplar, and aiding the realization of the protégé's dream.

Mentoring Defined and Described

Kram (1983) supports Levinson et al's position. He states that mentors perform two main functions. First, the career enhancing function: here the mentor sponsors-coaches and protects the protégé. Additionally, the mentor facilitates challenging work assignments for the protégé. These assignments offer the protégé exposure and visibility, promoting a strong professional network. Second, the psychosocial function, meeting this function, the mentor offers psychological support to the protégé. Additionally, the mentor serves as a friend, counselor, and role model to the protégé.

Elaborating on Kram's model, Schockett and Haring-Hidore (1985) identified four psychosocial and four vocational functions. The psychosocial functions are role modeling, encouraging, counseling, and assisting the individual to feel valued by moving from a superior to a colleague role. The vocational functions are: educating, helping the protégé identify personal goals and the informal structures and dynamics of the organization, providing good press for the protégé, and shielding the protégé from potentially damaging situations.

In addition to the social-functional theoretical approach, many researchers (e.g., Searcy, Lee-Lawson, and Trombino, 1995; Bronfenbrenner, 1991; Robertson, 1997) offer practical or personal assessments of mentoring relationships. The findings of these researchers are reviewed.

First, Searcy, Lee-Lawson, and Trombino (1995) describe a two-step mentoring process. First, the mentor recognizes a uniqueness or potential in the less experienced person and takes a special interest in the growth of that person. Second, the protégé admires or values the experience, knowledge, skill, or behavior of the mentor and wishes to emulate or to learn to do what she or he does so well (pp. 307-314).

Additionally, Searcy, Lee-Lawson, and Trombino (1995) identify characteristics of effective mentors. First, effective mentors model desirable qualities or behaviors. Second, they teach and share knowledge. Third, they introduce protégés to others and help them establish important professional networks. In addition, master mentors make a special commitment of time, energy, and interest in the protégés' growth. Mentoring is a process that develops over time and is ongoing. Finally, Searcy, Lee-Lawson, and

Trombino (1995) stress that effective mentors maintain a nurturing, accepting atmosphere, where the protégé is simultaneously encouraged to take risks and grow while also receiving support and companionship.

Searcy, Lee-Lawson, and Trombino (1995) conclude by arguing:

a mentor shows the protégé the ropes, but doesn't help the protégé pull them. A mentor knows that experience is a valuable teacher and that growth through error is the most lasting kind of growth. They give advice, which helps the protégé avoid catastrophic errors without being so prescriptive as to leave the protégé void of the beauty, adventure and memory of the trip (p. 307).

Bronfenbrenner (cited in Freedman, 1991), a noted scholar in the field of human development, agrees with Searcy, Lee-Lawson, and Trombino's position that mentoring is a one-to-one relationship between a pair of individuals which is developmental in nature. He states that the mentor's goal is to help develop a younger person's character and professional competence. The mentor facilitates the protégé's social and professional development through demonstration, instruction, challenge, and encouragement on a regular basis over an extended period of time (Freedman, 1991).

Robertson (1997) supports Searcy, Lee-Lawson, and Trombino and Bronfenbrenner's belief that mentoring relationships are developmental. Robertson adds that mentoring "relationships can last a few months or a lifetime; activities can range from sports to career development" (Robertson, 1997, p. 4).

Searcy, Lee-Lawson, and Trombino, Bronfenbrenner, and Robertson's mentoring descriptions all relate to the description offered by representatives of the national Mentoring Organization. The national Mentoring Organization classifies a mentor as a

wise and trusted friend. They add that mentoring is a structured one-to-one relationship that focuses on the needs of the young person. It fosters caring and supportive relationships; that encourages young people to develop to their fullest potential; and helps youth develop their own vision for the future (<http://www.mentoring.org/formentors.html>). With a working definition or description of mentoring established, it is important to study the benefits of mentoring.

Benefits of Mentoring Programs

Mentoring programs have been historically based in churches, colleges, communities, courts, or schools and have focused on careers or hobbies. Mentoring activities include taking walks; attending a play, movie, school activity, or sporting event; playing catch; visiting the library; washing the car; grocery shopping; watching television; or just sharing thoughts and ideas about life. Such activities enhance communication skills, develop relationship skills, and support positive decision-making.

Several research studies on mentoring have been published in the last 10 years. For example, in 1988 Proctor & Gamble studied their Cincinnati school-based mentoring programs. Researchers found that young people with mentors were more likely to stay in school; attend classes; achieve and aspire to better grades; and go to college.

During 1989 through 1991, the Ford Foundation funded the Quantum Opportunities Program. Research from this study showed that high school students from families receiving public assistance who had a mentor were more likely than those who did not graduate from high school and enroll in college. Additionally, this group of

protégés was found to have fewer children and was less likely to receive food stamps or welfare. Other social benefits experienced by this group include fewer arrests and they were more likely to become involved in community service. Overall, mentoring helped this youth group remain hopeful about their future (<http://www.mentoring.org/menu.html>).

In 1996 the Center for Intergenerational Learning, Temple University, studied young people who participated in Across Ages, an intergenerational mentoring project for high-risk middle school students in Philadelphia. Researchers found that the protégés exhibited: less negative disrupted classroom behavior and better school attendance. Additionally, they improved their relationships with adults and peers. Furthermore, they experienced positive changes in their knowledge, attitudes and behaviors concerning substance use and related life skills (<http://www.mentoring.org/menu.html>).

The above studies demonstrate the impact mentoring can have on young people. These studies have shown that mentoring relationships are critical in promoting career exposure and career guidance. Additionally, researchers found that mentoring promotes general social and emotional development (e.g., improved grades, lower dropout rates, and higher enrollment in college). Mentoring initiatives also address wider social concerns, including a greater regard for people of other races and socio-economic backgrounds and a reduction in drug use ((Davalos, and Haensly, 1997, pp. 204-208; [Resource Bulletin](#), 1996).

Mentors play an important role in helping young people reach their full potential. The need for mentorship programs for youth has been extensively articulated. For

example, President Clinton argues "People who grew up in difficult circumstances and yet are successful have one thing in common ... at a critical junction in their early adolescence they had a positive relationship with a caring adult" (President Clinton <http://www.mentoring.org/menu.html>).

Federal, state and local government agencies promote mentoring. Additionally, many non-profit organizations sponsor mentoring programs. Many of these relationships are heralded as the main difference that helps at-risk youth rise above deplorable social conditions.

For example, Shay Bilchik, the chief administrator of the Office of Juvenile Justice and Delinquency Prevention, declares that "All children need caring adults in their lives, and mentoring is one way to fill this need for at-risk children. The special bond of commitment fostered by the mutual respect inherent in effective mentoring can be the tie that binds a young person to a better future" (Grossman and Garry, 1997).

Representatives of the California Mentor Initiative for at-risk youth strongly endorse Shay Bilchick's call for mentoring relationships. The California Mentor Initiative was established in 1996 to encourage the private sector to get involved with youngsters at risk of using drugs or alcohol, joining gangs, becoming pregnant or dropping out of school. California Initiative youth authorities have established a valiant four-year goal of providing 100 million mentor hours to 1 million California at-risk youth. The aim is to reduce the social epidemics facing California's children--school dropout, teenage pregnancy, alcohol and drug abuse, and youth violence. They argue that

this is the best approach to reduce and help eradicate the social epidemics facing California's children (Robertson, 1997, p. 4).

Big Brothers/Big Sisters of America offers one of the most widely known mentoring programs. They manage one of the oldest mentoring organizations serving youth in the country. It is the leading expert in the mentoring field. Big Brothers Big Sisters of America has provided one-to-one mentoring relationships between adult volunteers and children at risk since 1904. It currently serves over 100,000 children and youth in more than 500 agencies throughout all of the United States (<http://www.bbbsa.org/>).

Starting in 1995, the Public/Private Ventures performed an 18-month experimental evaluation of eight Big Brothers/Big Sisters of America mentoring programs. The sites selected were in Columbus, Ohio; Houston, Texas; Minneapolis, Minnesota; Philadelphia, Pennsylvania; Phoenix, Arizona; Rochester, New York; San Antonio, Texas; and Wichita, Kansas.

The goal of the research was to determine whether a one-to-one mentoring experience made a tangible difference in the lives of these young people. The researchers studied six areas: antisocial activities, academic performance, attitudes and behaviors, relationships with family, relationships with friends, self-concept, and social and cultural enrichment. Research findings are based on self-reported data, follow-up interviews, and forms completed by agency staff.

The Public/Private Ventures researchers found:

1. Mentored youth were 46 percent less likely than nonmentored youth to initiate drug use during the study period. Minority Little Brothers and Little Sisters were 70 percent less likely to initiate drug use than similar minority youth.
2. Mentored youth were 27 percent less likely than were nonmentored youth to initiate alcohol use during the study period, and minority Little Sisters were only about one-half as likely to initiate alcohol use.
3. Mentored youth were almost one-third less likely than were nonmentored youth to hit someone.
4. Mentored youth skipped half as many days of school as nonmentored youth, felt more competent about doing schoolwork, skipped fewer classes, and showed modest gains in their grade point averages. These gains were strongest among Little Sisters, particularly minority Little Sisters.
5. Mentored youth experienced stronger positive relationships with their parents than nonmentored youth at the end of the study period, primarily due to a higher level of trust between parent and child. This effect was strongest for white Little Brothers.
6. Mentored youth, especially minority Little Brothers, had improved relationships with their peers.

Public/Private Ventures researchers conclude that successful mentoring relationships are strongly related to the Big Brothers and Big Sisters program policies and procedures. The researchers predict that mentoring programs that adopt characteristics inherent in the Big Brothers and Big Sisters program should achieve similar mentoring success. This study is the first scientific evidence of the positive outcomes associated with mentoring.

This section provided summaries of analyses and case studies related to the effectiveness of mentoring programs. Mentoring programs have successfully met the needs of many at-risk youth. To continue promoting positive mentoring outcomes, it is imperative to review mentor program procedures used by some of the most successful mentoring programs.

Recommended Mentor Program Procedures

Many researchers have studied the design and implementation of successful mentoring programs (Guetzloe, 1997; Benard, 1992; Struchen and Porta, 1997).

Guetzloe (1997) argues that mentoring programs vary considerably in terms of goals, target populations, numbers served, locations, sponsors, funding received, degree of structure provided, and the depth and length of the mentor-youth relationships (p. 100).

Benard (1992) suggests that there is no ideal model. He stresses that mentor programs must grow out of their local contexts. Mentoring programs should match local needs and resources. Bernard recommends that representative participants collaboratively develop the mentoring program.

Struchen and Porta (1997) support Bernard's recommendations. They urge mentoring participants to focus on the needs of youth. Mentoring should occur naturally and in a variety of settings as an individual grows. What works for one child may not affect another. Some youth may only need a friend to "hang out with," while others may need an entire cadre of services working with the whole family. Programs that offer mentoring opportunities for youth must be aware of the level of needs that must be met for a successful relationship to develop and able to determine if the specific program can meet those needs.

Recognizing the uniqueness of each mentoring program, researchers have identified a number of components common to all successful mentoring programs. For example, Public/Private Ventures researchers have studied mentoring programs for over eight years. Perhaps the most notable is the Big Brother/Big Sisters program. Other

programs examined include college students as mentors, linking youth and elders, and mentoring in the juvenile justice system. Based on their research efforts, the Public/Private Ventures researchers identified three important phases of any mentoring program: screening, orientation and training, and support and supervision (<http://tap.epn.org/ppv>).

Each of these phases, screening, orientation and training, and support and supervision, will be discussed in this section. Research findings from other mentoring program studies will be incorporated under the three general phases. Recommendations offered by the Public/Private Ventures researchers will be stated first in each section. Supporting evidence from other research mentoring program studies will follow.

Screening. Public/Private Ventures researchers recommend that a professional case manager be responsible for matching the mentor and mentee. Matching should be based on the preferences of the youth, their families, and mentors. Mentor screening should be effectively conducted so that it restricts the inclusion of adults who are unlikely to keep their time commitment or who might pose a safety risk to youth. These problems can disillusion mentors and participants and reduce their chances of subsequent participation.

Additionally, Public/Private Ventures researchers recommend that mentoring staff should establish selection criteria for protégés. Student's grades, attendance, behavior, and motivation or willingness to participate may be the primary determinants of their eligibility. An effective screening mechanism can significantly reduce the probability of

problems caused by individuals who cannot fulfill the responsibilities of a mentoring program.

The importance of mentors fulfilling the responsibilities of the mentoring program is well documented. For example, Slicker and Palmer (cited in Murray 1998) conducted a study of 86 students identified as high risk for dropping out due to low skills, bad grades and poor behavior records. All students attended Spring High School located in Houston, Texas. The researchers found that poorly mentored students had a higher school dropout rate than at-risk students who received no mentoring at all. The poorer mentors failed to keep a stable relationship with their students. They met with the kids irregularly if at all, which caused students to lose faith in them and feel abandoned. Equally important, the researchers found that every student who had a positive mentoring experience returned to school in the fall after the mentoring intervention.

Recognizing the need for an effective mentor screening process, Mentoring and Tutoring Help (MATH) Program administrators have established a series of six open-ended questions they ask during mentor screening. The MATH program is an auxiliary component of the Truancy Court Conference Program (TCCP) located in Escambia County, Florida. MATH administrators use the following interview questions during their screening process: 1) Why are you interested in becoming a mentor or tutor? 2) What volunteer experience have you had? 3) What should an ideal mentor/prodigy or tutor/prodigy relationship include? 4) What time commitment could you give to the MATH Program (hours per week, weeks per year)? 5) What preferences (e.g., gender,

race, interests) do you have for a prodigy and why? 6) What would be your expectations for your prodigy? (Reglin, 1997, pp. 319-324).

After deciding who should be selected as a mentor and mentee, program coordinators must decide what program information should be shared with new program participants. Additionally, program administrators must determine the optimum strategies for conducting the initial meeting between mentor and mentee.

Orientation and Training. Public/Private Ventures researchers recommend prospective mentors receive training in communication skills and adult-to-youth relationship building. Additionally, mentors need to learn how to establish challenging and realistic goals. Finally, mentors must receive instruction on program policies and procedures, school district policies, review processes, support services and the roles that they will be expected to fulfill.

Protégés must also attend an orientation session. Students need to learn how to establish objectives. Additionally, they must be informed of mentee role responsibilities. Finally, they must be notified of what to expect from their mentors, and what not to expect.

Mentor program coordinators must establish procedures for the first meeting between mentor and mentee. Struchen and Porta (1997) suggest that starting a mentoring relationship may be very difficult for both the youth and the adult. They add, mentor program coordinators may assist by providing specific tasks for the mentor and mentee to accomplish together. Additionally, new mentors and mentees may initially participate in

mentoring groups. Group meetings may include parents, family, other mentors and mentees (pp. 119-123).

Townsel (1997) strongly recommends the inclusion of parents in the mentoring programs. He cautions, "mentoring programs that do not have a parental component run the risk of being short-term interventions because parents are not encouraged to do anything differently" (p. 125). Once matched, the case manager should maintain intensive supervision and support of each match.

Support and Supervision. Ongoing staff supervision and support of matches is critical to ensuring that mentors and youth meet regularly over a substantial period of time and develop positive relationships. The case manager must maintain frequent contact with the parent or guardian, volunteer, and youth. Case managers should recognize all mentor-mentee achievements and promote the formation of peer support groups for both mentors and students.

Many researchers (e.g., Struchen and Porta, 1997; Freedman, 1991) strongly endorse maintaining support and supervision throughout the duration of the mentoring relationship. Struchen and Porta (1997) find that consistent support and supervision produce mentoring relationships that meet regularly and endure. It also provides guidance when problems arise in the relationship (pp. 119-123).

Freedman (1991) cautions that without close support and supervision, mentors feel like they are on their own after the match is made. Mentors working in isolation, with no supervision, have no one to turn to for advice or support.

Big Brothers/Big Sisters of America program coordinators strongly promote support and supervision. These coordinators use the following strategies. First, program administrators establish specific monitoring criteria for the matches. Second, monthly telephone contacts with both the families and the volunteers are made. Finally, mentoring staff makes direct-quarterly contacts with the youth during their first year in the program (<http://www.bbbsa.org/>).

The California Mentor Initiative program coordinators recommend a fourth support and supervision strategy. All mentoring relationships should include a private and confidential final meeting between students, mentors, staff, and parents. These exit interviews should include evaluations of both the program and the mentoring relationship, based on the individual and program goals. They should also help students plan and include a clearly stated policy for further contact between mentor and student (Reglin, 1997, pp. 319-324).

This section has offered recommendations for designing and implementing a successful mentoring program. The next question is what is the future of mentoring programs.

Future of Mentoring Programs

There are two obstacles to replication of effective mentoring programs: the limited number of adults available to serve as mentors and the scarcity of organizational resources necessary to carry out a successful program. Public/Private Ventures researchers report that annually between 5 million and 15 million children could benefit

from being matched with a mentor. They found that Big Brothers and Big Sisters of America match only about 75,000 youth in a year. Though there are a multitude of smaller mentoring programs around the country, the researchers argue that at best only a small percentage of young people benefit from mentoring.

Searcy, Lee-Lawson, and Trombino (1995) argue that to insure positive mentoring relationships, it is imperative that barriers encountered by mentors and protégés be resolved. Mentor barriers include: 1) finding time for mentoring; 2) rallying energy to maintain the pace of an effective mentor; 3) limited support and lack of information or models for mentoring; and 4) ability to let go of a task and trust that it will be adequately dealt with by the protégé. Searcy, Lee-Lawson, and Trombino (1995) caution that there may even be a tendency for mentors to hold the protégé back so that they cannot move beyond the mentor's influence (pp. 307 - 314).

Searcy, Lee-Lawson, and Trombino (1995) stress that most of the barriers encountered by protégés are related to self-confidence. Protégés may be afraid to ask for clarification. They may feel inadequate for not understanding what the mentor meant or how to implement a suggestion. Protégés may be afraid of attempting a difficult task out of fear of failure. Another barrier related to self-confidence is the protégé believes he or she is pestering others. Protégés know that mentoring takes a lot of time. Consequently, they hide their needs in order to reduce the demands (pp. 307 - 314).

Howell (1995) and Freedman (1995) echo Searcy, Lee-Lawson, and Trombino's (1995) concerns about mentor-mentee barriers. Howell and Freedman stress that barriers to successful implementation of mentoring programs include: (a) insufficient numbers of

available mentors, (b) retention of mentors and students, (c) problems in defining a target population of potential protégés, (d) inadequate mentor training and support, and (e) unresolved social distance issues between mentors and students.

Grybek (1997) encourages all to develop creative and resourceful responses to potential mentoring barriers. Grybek (1997) stresses that mentoring programs are expensive. Financial and philosophical changes in society have greatly limited the number of mentorship relationships. Grybek (1997) argues that corrective actions will be more than worth the effort for students and sponsors when programs are effectively managed and carefully monitored (p. 115).

Rosemont Middle School Mentor/Mentee Program Model

The Rosemont Middle School Mentor/Mentee Program is an extension, with some modification, of the "*At Risk Young Men's Gentlemen's Club*." The *At Risk Young Men's Gentlemen's Club* was developed by Clyde Wiggins, Assistant Principal at Lake Middle School. Mr. Wiggins developed the *At Risk Young Men's Gentlemen's Club* for approximately 15 to 20 low-income male students who needed strong male role models. By providing these students with strong male role models, athletes from Norfolk State University and construction workers from a local building company, the students became motivated to do their very best in school.

Dr. Yules, former principal of Rosemont Middle School, heard about the success of the *At Risk Young Men's Gentlemen's Club*. She was interested in adapting the *At Risk*

Young Men's Gentlemen's Club to fit the needs of Rosemont Middle School students.

The *At Risk Young Men's Gentlemen's Club* was not open to everyone.

Dr. Yules elected to base the Rosemont Middle School program on the "*inclusion model*" so that all academic types of students may participate -- Honor A students, Honor B students, C average students, and especially at-risk students.

The Rosemont Middle School Mentor/Mentee program is designed to nurture students' motivation and expand their repertoire of academic skills and habits. The program is based on three academic specific goals and two universal social goals. The academic goals include 1) D students turn into C students; 2) C students turn into B students; and 3) B students turn into A students. The social goals of the program are to increase tolerance for others and increase confidence in social interactions.

The Rosemont Middle School Mentor/Mentee program started in September 1996 with 30 students. In the spring of 1997, a second group of 30 students was selected.

The Hampton Roads Chamber of Commerce sponsored the second phase of the mentoring program. The official name for this phase was *Partnerships: Catalyst for Change*.

The student selection method was modified. This time, sixth and seventh grade Rosemont Middle School students were asked to nominate five Honor A students, five Honor B students, three C average students, and two at-risk students. Additionally, Dr. Yules and Mr. Harris, Dean of Students, chose 12 elementary grade students, two students from each Special Education classroom and one multi-handicapped student. A

total of 30 students were nominated. This number was later increased to 43 students.

There were 25 sixth graders, 16 seventh graders, and four eighth graders.

After nominations, all student nominees must complete a questionnaire. The questions are 1) How did you learn about the mentorship program? 2) Why do you want to be in the program? 3) What do you plan to do after you finish middle school? 4) What are some of your hobbies and interests? and 5) What do you hope to be doing 10 years from now?

Teachers, counselors and principals review all nominees completed questionnaires. Based on questionnaire responses and student's need for additional support and guidance mentee selection is made.

Once the students have been chosen, the mentoring program coordinator sends letters of acceptance to all new mentees. Letters describing the program are also sent to student mentee parents.

Rosemont Middle School Mentor/Mentee program coordinators have established formal procedures for selecting adult mentors. Interested adults must complete an application. Mentors and mentees are matched as closely as possible based on similar interests, goals, hobbies, and gender.

After selection is completed, students and adults are placed in a three-student and one adult mentor relationship. The three mentees meet once a week for a study session. The adult mentors and mentees meet once a week.

The goal of the mentoring relationship is to empower a student to take effective positive control of his or her life. Each student is encouraged to complete an individual

plan for the future. The mentor and mentees work together to help the students accomplish academic and career goals. The mentor serves as a role model, demonstrating and explaining actions and values that offer the best chances for success and happiness. Mentors help protégés see and strive for broader horizons and possibilities.

Mentors are expected to commit time and psychological energy into understanding and guiding the students. The goal is to help youth build self-confidence, achieve academic success, become a responsible citizen, prepare career goals, and establish values.

Mentors are expected to honor a one-year commitment. The mentor is expected to be punctual and sensitive to absences.

Mentors are encouraged to remember that the student is an adolescent and adult expectations cannot always be imposed, neither can personal beliefs and values. The mentor is not expected to assume the role of parent, disciplinarian, professional counselor, social worker, or teacher. A mentor's presence is as a role model. A mentor's focus is to suggest that there are options to consider and that there are various ways to look at a given situation.

Mentors are encouraged to remember nurturing takes time. Personality traits of adolescents such as moodiness, shyness, and cautiousness can exacerbate the development of a friendship. A mentor must be patient. The student will respond in his or her own time.

Mentees are responsible for making academic progress. They are expected to earn more A's and B's and less C's and D's. Additionally, mentees are challenged to decrease tardiness, unexcused absences, and suspensions. Finally, mentees are responsible for gaining a greater acceptance or tolerance for others, increasing their self-esteem, and assuming more responsibilities at home.

The mentees parents are involved in the mentorship program from the very start and stay involved throughout the length of the program. They are responsible for monitoring the behavior of their child at home. A chore list has been established and given to each family. Each mentee can earn up to \$7.50 per week as long as he or she assumes responsibility for doing a good job. Penalties are imposed for not doing a good job. All monies earned are applied toward the cost of a field trip offered at the end of the mentoring-relationship.

Program administrators anticipate that every student mentee will improve his or her academic standing and social relationships. This study is designed to assist program administrators evaluate the effectiveness of the mentor relationship on the scholastic advancement, attitudes, and behavior of the Fall 1997 sixth, seventh, and eighth grade student mentees.

Summary

The Review of Literature examined mentoring definitions and identified characteristics of an effective mentor. Chapter II reports that while mentoring definitions vary and are applicable to specific settings, characteristics of an effective mentor are

universal. These characteristics include mentors who provide supportive-developmental relationships that encourage young people develop their personal character and professional competence to their fullest potential.

After debating who and what mentors are, Chapter II outlines mentoring program procedures, discusses the benefits of mentoring programs, and addresses the future of mentoring programs. Quality mentoring programs promote career exposure, career guidance, social and emotional development. These benefits are more likely to be obtained when mentoring program coordinators and staff adhere to recommend screening, orientation and training, and support and supervision procedures. Chapter II outlines effective procedures. All recommended procedures are justified through a summary of case analyses and research findings.

Limited number of adults available to serve as mentors and the scarcity of organizational resources necessary to carry out a successful program affects future mentoring relationships. Promoting effective program management and continuous monitoring and evaluation may enhance the future of mentoring relationships. This finding supports the need for this study and many more like it.

Chapter II concludes with a review of the Rosemont Middle School Mentor/Mentee Program. This program is the focus of this paper. Chapter III includes an outline of the research methods and statistical procedures used by the researcher to evaluate the accomplishments of the Rosemont Middle School Mentor/Mentee Program. Chapter V provides a summary, conclusion, and recommendation for future growth and effective management of the Rosemont Middle School Mentor/Mentee Program.

Information included in Chapter V may be generalized and adopted by other mentoring programs.

CHAPTER III

METHODS AND PROCEDURES

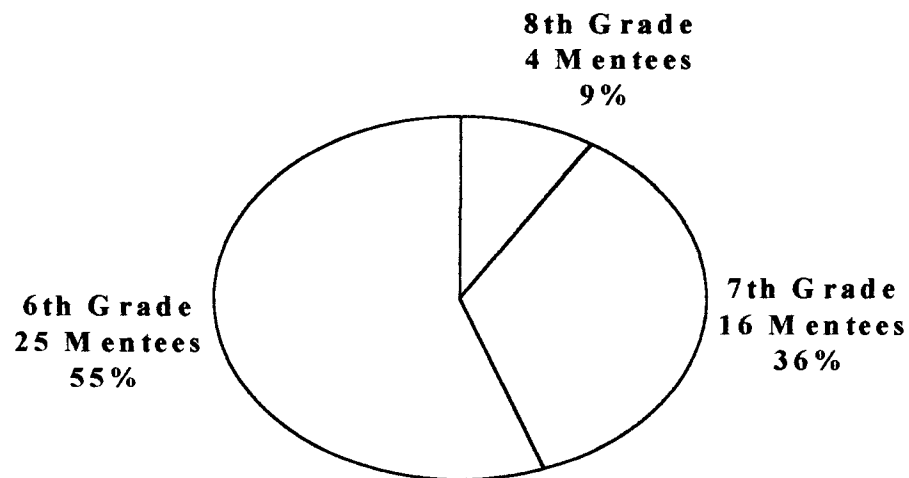
This chapter describes the research methods and statistical procedures used to collect and analyze the data from the Rosemont Middle School Mentor/Mentee program. A descriptive-longitudinal study was conducted to gather information from surveys and Norfolk Public Schools Middle School Report Card Grades 6-8 for grade periods ending June 13, 1997 through and including March 3, 1998. Included in this chapter are sections on population, instrument design, methods for collecting data, statistical analysis, and a summary.

Population

The population used in this study consisted of all Rosemont Middle School Mentor/Mentee Fall 1997 sixth, seventh, and eighth grade mentees. There were a total of 45 sixth, seventh, and eighth grade mentees. Figure 1 shows the grade distribution of mentees by number and percent.

Instrument Design

A three-part survey was used in this study. Part I of the survey asked mentees to report how the Rosemont Middle School Mentor/Mentee Program helped them. Part II asked mentees to report what they thought of their experience in the program. Parts I and

Figure 1**Grade Distribution of Mentees by Percent of Total**

II of the survey consisted of several closed-ended questions. Part III asked mentees to respond to three open-ended questions. First, they were asked to state what they liked most about the Rosemont Middle School Mentor/Mentee Program. Second, they were asked what they would like to see added to the program. Finally, they were asked to state what they did not like about the program. A sample of the survey can be found in Appendix A.

Methods for Collecting Data

Data for this study was collected using surveys. The Rosemont Middle School Dean of Students/Mentor-Mentee program coordinator and this researcher distributed the surveys to Fall 1997 Rosemont Middle School mentees. The purpose of the survey was expressed to Fall 1997 Mentees. Additionally, all instructions were explained to Fall 1997 Mentees before the survey was administered.

The surveys were distributed to all Fall 1997 mentees present at their Rosemont Middle School Mentor/Mentee Program graduation. The Rosemont Middle School Dean of Students made eight additional attempts, over a period of six weeks, to distribute the survey to Fall 1997 Mentees not present at the graduation.

In addition to using surveys, this study also includes data obtained from Norfolk Public Schools Middle School Report Card Grades 6-8 for grade periods ending March 1997 through and including March 1998. Middle School Report Cards were used to increase objectivity. Additionally, data obtained from the report cards helped evaluate some of the established goals of the Rosemont Middle School Mentor/Mentee program. Data used from the grade cards include grade-point average for grading period, days absent by month, times tardy by month, and in-class behavior comments.

Middle School Report Cards for grade periods ending November 7, 1997 through and including March 26, 1998 were obtained for 100 percent of the Fall 1997 mentees. Middle School Report Cards ending March 1997 and June 1997 were not obtained for sixth grade Fall 1997 mentees because they were in the fifth grade on that date.

Data is available for grade-point average for grading period; days absent by month and times tardy by month during the entire period. Data for in-class behavior comments may be obtained for June 1997 through March 1998. Previously stated exceptions apply (e.g., student not in attendance at Rosemont Middle School).

Statistical Analysis

After the completed survey instruments were returned, the data for the study was typed into a Microsoft Excel database. One record was established for each student. Using a Likart scale student responses to each closed-ended survey question were coded. Five was assigned to the response strongly disagree. Four was assigned to the response disagree. Three was assigned to the response neither agree nor disagree. Two was assigned to the response agree. One was assigned to the response strongly agree. After tabulating and coding the survey results a mean value was calculated for each closed-ended survey question by Fall 1997 mentees and sub-group (sixth, seventh, and eighth grade mentees).

Data obtained from the middle school report cards was also typed into the Microsoft Excel database. The values shown on the report cards for days absent by month; times tardy by month, and in-class behavior comments were the same values entered in the database.

Letter grades were converted to numerical values. A value of four was assigned to each A grade. A value of three was assigned to each B grade. A value of two was assigned to each C grade. A value of one was assigned to each D grade. A value of zero

was assigned to each E grade. After converting all letter grades to numerical values, a grade-point average for the grading period was derived by summing all numerical values and dividing by the total number of courses taken during the grading period.

Data obtained from the report cards was compared by grading period. This analysis was conducted to determine if the goals of the Rosemont Middle School Mentor/Mentee program were realized. To insure confidentiality Fall 1997 Mentees will be assigned to one of three sub-groups. Mentees will be classified as a sixth, seventh, or eighth grader. Each subgroup will be analyzed. Additionally, sixth, seventh, and eighth subgroups will be compared.

Summary

The research methods and statistical procedures described in Chapter III included the population, instrument design, and methods for collecting data. Two research instruments are used in this study, a survey and middle school report cards. Statistical data obtained from each research instrument will be analyzed. Additionally, findings derived from each research instrument will be compared.

To insure confidentiality Fall 1997 Mentees will be assigned to one of three sub-groups. Mentees will be classified as a sixth, seventh, or eighth grader. Each subgroup will be analyzed. Additionally, sixth, seventh, and eighth subgroups will be compared. This approach provides the necessary data to address the research goals of the problem under study. The results of the statistical analysis will be discussed in Chapter IV.

CHAPTER IV

FINDINGS

The purpose of this study was to determine the effect of the Rosemont Middle School Mentor/Mentee Program of Norfolk Public Schools on the scholastic advancement, attitudes, and behavior of the Fall 1997 sixth, seventh, and eighth grade mentees. This chapter presents the data collected during this study from the Rosemont Middle School Mentor/Mentee program mentees and Middle School Report Cards for grade periods ending November 7, 1997 through and including March 3, 1998.

Chapter IV is divided into three main sections. First, response to the survey, this section documents the method of implementing the Rosemont Middle School Mentor/Mentee program survey. Additionally, it provides a profile of survey respondents. Section two presents the Rosemont Middle School mentee survey results. As previously stated, this survey consists of closed-ended and open-ended questions. Section three presents a time series analysis of mentee grade-point averages, days absent by month, times tardy by month, and in-class behavior. This chapter concludes with a summary.

Response to the Survey

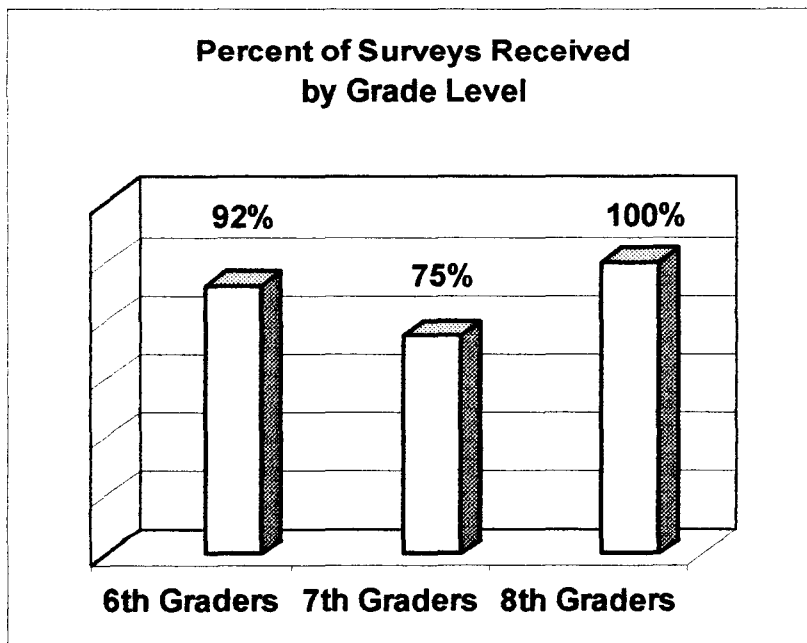
On April 3, 1998, a graduation ceremony from the Rosemont Middle School Mentor/Mentee Program for the Fall 1997 Rosemont Middle School mentees was held. At the conclusion of this ceremony, the Rosemont Middle School Dean of

Students/Mentor-Mentee program coordinator and this researcher distributed mentee surveys to all Fall 1997 Rosemont Middle School mentees present at the graduation.

The Rosemont Middle School Dean of Students made six additional attempts to distribute surveys to all Fall 1997 mentees not present on April 3. After numerous attempts, all survey data collection ended on June 3, 1998. On this date, 87 percent of the total Fall 1997 mentees or 39 of the possible 45 mentees had submitted a complete and valid survey. Twenty-three of the possible 25 sixth grade mentees, or 92 percent, returned their surveys. Twelve of the 16 seventh grade mentees, or 75 percent, returned their surveys. All four of the eighth grade mentees, or 100 percent, returned their survey.

Survey returns by grade level are illustrated in Figure 2. The percents used are based on the percent received out of a total 100 percent for each grade level. The percent received by each grade level was used instead of number of surveys received because the number of mentees by grade level was different.

Figure 2



Survey Results

The Rosemont Middle School Mentor/Mentee Survey is a three-part, 26-question survey. Questions 1 through 11 were designed to determine how the Rosemont Middle School Mentor/Mentee program influenced the attitudes of the Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade mentees as perceived by the mentees.

Additionally, the questions were designed to determine if the program coordinator and mentors achieved the social goals of the mentoring program. As was previously stated, the social goals of mentoring were to increase tolerance for others and increase confidence in social interactions.

Questions 12 through 23 examined what mentees thought of their experience in the Mentor/Mentee program. Questions 12 through 17 evaluated mentees' attitude of the student mentor. The student mentor was the A student assigned to each group of mentees. The student mentor was asked to serve as team facilitator and help other mentees improve their academic performance.

Questions 18 through 23 evaluated mentees' attitudes of the adult mentor. The adult mentor was expected to help protégés achieve educational and career goals. Additionally, the adult mentor served as a role model, demonstrating and explaining actions and values that offer the best chances for success and happiness. Adult mentors helped protégés see and strive for broader horizons and possibilities. The adult mentor was not expected to assume the role of parent, professional counselor or social worker.

Questions 1 through 3

- **Question 1:** I believe if I try, I can do it with **NO** help from my friends
- **Question 2:** I believe if I try, I can do it with **LITTLE** help from my friends
- **Question 3:** I believe if I try, I can do it with **A LOT OF** help from my friends

Questions one through three were designed to measure the degree of self-confidence the mentees have achieved. Question 1 was expected to show a high level of self-confidence. Question 2 was expected to show a moderate level of self-confidence. Question 3 was expected to show a low level of self-confidence.

Table 1 shows that 38 mentees or 84.44 percent of all respondents answered questions one through three. The mentees report that they agree they "can do it" with no help from their friends with a mean of 2.05. From this fact, it may be determined that collectively the mentees have a high level of self-confidence.

Table 1

Survey Questions 1 through 3 Results

For Fall 1997 Mentees

Sample: 38 Respondents or 84.4 Percent Response Rate

QUESTIONS	Mean
Question 1: I believe if I try, I can do it with NO help from my friends	2.05
Question 2: I believe if I try, I can do it with LITTLE help from my friends	2.11
Question 3: I believe if I try, I can do it with A LOT OF help from my friends	2.84

Table 2 shows the number and percent of sixth, seventh, and eighth grade mentees responding to questions one through three. A total of 22 or 88 percent of the sixth grade mentees responded to questions one through three. Additionally, 12 or 75 percent of the seventh grade mentees responded. All four or 100 percent of the eighth grade mentees answered questions one through three.

Table 2
Survey Questions 1 through 3 Results
Broken Down By Grade Level
Number and Percent of Respondents

Questions	6th Grade Respondents		7th Grade Respondents		8th Grade Respondents	
	#	%	#	%	#	%
Question 1: I believe if I try, I can do it with NO help from my friends	22	88.0	12	75.0	4	100
Question 2: I believe if I try, I can do it with LITTLE help from my friends	22	88.0	12	75.0	4	100
Question 3: I believe if I try, I can do it with A LOT OF help from my friends	22	88.0	12	75.0	4	100

Table 3 shows the mean values of sixth, seventh, and eighth grade mentees responding to questions one through three. Eighth grade mentees with a mean value of 1.50 demonstrate a higher level of self-confidence compared to sixth and seventh grade mentees. Seventh grade mentees had a mean value of 1.92. Sixth grade mentees had a mean value of 2.23

Sixth, seventh, and eighth grade mentees are more likely to agree that they "can do it" with little or no help from their friends. This reflects a relatively strong degree of self-confidence at all three grade levels.

When asked if they "can do it" with a lot of help from their friends, the responding mentees were more likely to express apathy. Sixth grade mentees had a mean value of 3.05, eighth grade mentees had a mean value of 3.00, and seventh grade mentees had a mean value of 2.42.

Table 3
Survey Questions 1 through 3 Results
Broken Down By Grade Level

Mean Values

Questions	6th Grade Respondents	7th Grade Respondents	8th Grade Respondents
Question 1: I believe if I try, I can do it with NO help from my friends	2.23	1.92	1.50
Question 2: I believe if I try, I can do it with LITTLE help from my friends	2.27	1.83	2.00
Question 3: I believe if I try, I can do it with A LOT OF help from my friends	3.05	2.42	3.00

Questions 4 through 6

- **Question 4:** During my free time, I prefer being with a **GROUP** of people.

- **Question 5:** During my free time, I prefer being with a **FEW CLOSE FRIENDS**.
- **Question 6:** During my free time, I prefer being **ALONE**.

Questions four through six were designed to measure the level of social interaction the mentees choose to participate in during their free time. Question 4 was expected to show a strong desire for social interaction. Question 5 was expected to show a moderate desire for social interaction. Question 6 was expected to show a low desire for social interaction.

Table 4 shows that 39 mentees or 86.67 percent of Fall 1997 Mentees answered questions four and five. Additionally, 38 mentees or 84.44 percent of Fall 1997 Mentees answered question six.

Table 4
Survey Questions 4 through 6 Results
For Fall 1997 Mentees

QUESTIONS	RESPONDENTS		Mean
	#	%	
Question 4: During my free time, I prefer being with a GROUP of people.	39	86.67	2.05
Question 5: During my free time, I prefer being with a FEW CLOSE FRIENDS .	39	86.67	2.11
Question 6: During my free time, I prefer being ALONE .	38	84.44	2.84

Table 5 shows the number and percent of sixth, seventh, and eighth grade mentees responding to questions four through six. A total of 23 or 92 percent of the sixth grade

mentees responded to questions four through six. Additionally, 12 or 75 percent of the seventh grade mentees responded to questions four and five. Only 11 or 68.8 percent of the seventh grade mentees answered question six. All four or 100 percent of the eighth grade mentees answered questions four through six.

Table 5
Survey Questions 4 through 6 Results
Broken Down By Grade Level
Number and Percent of Respondents

Questions	6th Grade Respondents		7th Grade Respondents		8th Grade Respondents	
	#	%	#	%	#	%
Question 4: During my free time, I prefer being with a GROUP of people.	23	92.0	12	75.0	4	100
Question 5: During my free time, I prefer being with a FEW CLOSE FRIENDS.	23	92.0	12	75.0	4	100
Question 6: During my free time, I prefer being ALONE.	23	92.0	11	68.8	4	100

Table 6 shows the mean values of sixth, seventh, and eighth grade mentees responding to questions four through six. Sixth grade mentees declare that they prefer to spend their free time with a few close friends with a mean of 2.04. They also reported they are willing to spend time with a group of people with a mean of 2.13. The table shows that sixth grade mentees do not want to spend free time alone with a mean of 4.04.

Table 6 shows that seventh grade mentees prefer to spend their free time with a group of people with a mean of 1.50. Additionally, seventh grade mentees report that they are willing to spend their free time with a few close friends with a mean of 1.83. The seventh grade mentees desire to spend their free time alone was closer to neither agree nor disagree with a mean of 3.64.

Eight grade mentees report that they equally prefer to spend their free time with either a few close friends or alone, each with a mean of 2.25. Table 6 shows that eighth grade mentees are less likely to spend their free time with a group of people with a mean of 3.50.

Table 6
Survey Questions 4 through 6 Results
Broken Down By Grade Level
Mean Values

Questions	6th Grade Respondents	7th Grade Respondents	8th Grade Respondents
Question 4: During my free time, I prefer being with a GROUP of people.	2.13	1.50	3.50
Question 5: During my free time, I prefer being with a FEW CLOSE FRIENDS .	2.04	1.83	2.25
Question 6: During my free time, I prefer being ALONE .	4.04	3.64	2.25

Question 7

- **Question 7: I like to tell people who are close to me about things I have done.**

Question 7 measured mentees' desire to participate in social interactions. If mentees state they strongly agree or agree they like to tell people who are close to them about things they have done, this demonstrated a strong desire to engage in social interactions.

Table 7 shows that 38 mentees or 84.4 percent of Fall 1997 Mentees answered question seven. Additionally, the mentees report that they agree that they tell people whom they are close to about the things they have done with a mean of 1.95. This indicates that the mentees do engage in social interaction, especially when they are proud of their accomplishments.

Table 7

Survey Question 7 Results

For Fall 1997 Mentees

Sample: 38 Respondents or 84.4 Percent Response Rate

QUESTION	Mean
Question 7: I like to tell people who are close to me about things I have done.	1.95

Table 8 shows the number and percent of sixth, seventh, and eighth grade mentees responding to question seven. A total of 22 or 88 percent of the sixth grade mentees

answered question seven. Additionally, 12 or 75 percent of the seventh grade mentees responded. All four or 100 percent of the eighth grade mentees answered question seven.

Table 8
Survey Question 7 Results
Broken Down By Grade Level
Number and Percent of Respondents

Questions	6th Grade Respondents		7th Grade Respondents		8th Grade Respondents	
	#	%	#	%	#	%
Question 7: I like to tell people who are close to me about things I have done.	22	88.0	12	75.0	4	100

Table 9 shows the mean values of sixth, seventh, and eighth grade mentees responding to question seven. Additionally, Table 9 shows that eighth grade mentees are more likely to tell people who are close to them about things they have done than sixth or seventh grade mentees. Eighth grade mentees had a mean of 1.75; seventh grade mentees had a mean of 1.83 and sixth grade mentees had a mean of 2.05.

Questions 8 and 9

- **Question 8: I like to do work by MYSELF.**
- **Question 9: I like to work with a GROUP of people.**

Table 9
Survey Question 7 Results
Broken Down By Grade Level
Mean Values

Questions	6th Grade Respondents	7th Grade Respondents	8th Grade Respondents
Question 7: I like to tell people who are close to me about things I have done.	2.05	1.83	1.75

Questions eight and nine assessed mentees' desired level of social interaction. Additionally, they measured mentees' willingness to participate in teams while attempting to complete work assignments. If the mean score was greater for question 9 than it was for question 8, this reflected a greater desire to engage in both social interaction and participate in teams while completing work assignments.

Table 10 shows that 37 mentees or 82.2 percent of Fall 1997 Mentees answered question eight. Additionally, a total of 39 mentees or 86.7 percent of all mentees answered question nine.

Table 10 reflects mentees' desire to work with a group of people with a mean of 1.90. Mentees report that they are not sure if they like to work by themselves with a mean of 2.70.

Table 11 shows the number and percent of sixth, seventh, and eighth grade mentees responding to questions eight and nine. A total of 22 or 88 percent of the sixth grade mentees responded to question eight and 23 or 92 percent answered question nine. Additionally, 11 or 68.8 percent of the seventh grade mentees responded to question eight

Table 10
Survey Questions 8 and 9 Results
For Fall 1997 Mentees

QUESTIONS	RESPONDENTS		Mean
	#	%	
Question 8: I like to do work by MYSELF.	37	82.2	2.70
Question 9: I like to work with a GROUP of people.	39	86.7	1.90

and 12 or 75 percent responded to question nine. All four or 100 percent of the eighth grade mentees answered questions eight and nine.

Table 11
Survey Questions 8 and 9 Results
Broken Down By Grade Level
Number and Percent of Respondents

Questions	6th Grade Respondents		7th Grade Respondents		8th Grade Respondents	
	#	%	#	%	#	%
Question 8: I like to do work by MYSELF.	22	88.0	11	68.8	4	100
Question 9: I like to work with a GROUP of people.	23	92.0	12	75.0	4	100

Table 12 shows the mean values of sixth, seventh, and eighth grade mentees responding to questions eight and nine. According to Table 12, sixth grade mentees are more likely to prefer working with a group of people compared to seventh and eighth grade mentees. Sixth grade mentees had a mean of 1.78 for liking to work with a group

grade mentees. Sixth grade mentees had a mean of 1.78 for liking to work with a group of people compared to a mean of 2.50 for liking to work by themselves. Seventh grade mentees had a mean of 1.83 for liking to work with a group of people compared to a mean of 3.00 for liking to work by themselves.

Table 12 shows a small difference in eighth grade mentees' preference to work by themselves or in a group. They had a mean of 2.75 for liking to work with a group of people compared to a mean of 3.00 for liking to work by themselves

Table 12
Survey Questions 8 and 9 Results
Broken Down By Grade Level
Mean Values

Questions	6th Grade Respondents	7th Grade Respondents	8th Grade Respondents
Question 8: I like to do work by MYSELF.	2.50	3.00	3.00
Question 9: I like to work with a GROUP of people.	1.78	1.83	2.75

Questions 10 and 11

- **Question 10: I like to be in charge of a project.**
- **Question 11: When working on a project, I like someone to tell me what I can do to help.**

Questions 10 and 11 measured mentees' level of self-confidence and perceived leadership skills. If mentees' believed they have an ability to lead a group of people, it was assumed that they would agree that they liked to be in charge of a project. If they believed they needed direction and could accept orders from others, it was assumed that they would agree that they liked someone to tell them what they could do to help.

Table 13 shows that 39 mentees or 86.7 percent of all mentees answered questions 10 and 11. Additionally, it shows that mentees prefer someone to tell them what they can do when working on a project rather than being in charge of a project. The means for being told what to do and for directing a project are 2.03 and 2.62 respectively.

Table 13

Survey Questions 10 and 11 Results

For Fall 1997 Mentees

Sample: 39 Respondents or 86.7 Percent Response Rate

QUESTIONS	Mean
Question 10: I like to be in charge of a project.	2.62
Question 11: When working on a project, I like someone to tell me what I can do to help.	2.03

Table 14 shows the number and percent of sixth, seventh, and eighth grade mentees responding to questions eight and nine. A total of 23 or 92 percent of the sixth grade mentees responded to questions 10 and 11. Additionally, 12 or 75 percent of the seventh grade mentees responded. All four or 100 percent of the eighth grade mentees answered questions 10 and 11.

Table 14
Survey Questions 10 and 11 Results
Broken Down By Grade Level
Number and Percent of Respondents

Questions	6th Grade Respondents		7th Grade Respondents		8th Grade Respondents	
	#	%	#	%	#	%
Question 10: I like to be in charge of a project.	23	92.0	12	75.0	4	100
Question 11: When working on a project, I like someone to tell me what I can do to help.	23	92.0	12	75.0	4	100

Table 15 shows the mean values of sixth, seventh, and eighth grade mentees responding to questions 10 and 11. According to Table 15, seventh grade mentees are more likely to prefer being told what they can do to help compared to sixth and eighth grade mentees. Sixth grade mentees had a mean of 2.09 for liking someone to tell them what they can do to help compared to a mean of 2.57 for liking to be in charge of a project. Seventh grade mentees had a mean of 1.92 for liking someone to tell them what they can do to help compared to a mean of 2.75 for liking to be in charge of a project. Eighth grade mentees had a mean of 2.00 for liking someone to tell them what they can do to help compared to a mean of 2.50 for liking to be in charge of a project.

Questions 12 through 17

Questions 12 through 23 examined mentees' opinions of what they thought of the Rosemont Middle School Mentor/Mentee Program. Issues addressed included 1) what

Table 15
Survey Questions 10 and 11 Results
Broken Down By Grade Level
Mean Values

Questions	6th Grade Respondents	7th Grade Respondents	8th Grade Respondents
Question 10: I like to be in charge of a project.	2.57	2.75	2.50
Question 11: When working on a project, I like someone to tell me what I can do to help.	2.09	1.92	2.00

the mentees thought of their student mentor; 2) what mentees thought of their adult mentor; and 3) how the mentoring program has helped them. Given the diverse questions each was analyzed separately.

Note that response rate is lower for all questions related to the student mentor compared to other questions included in the survey. One reason for a low response rate is that many mentees did not realize they had a student mentor. This uncertainty about the role of one of the student participants led some mentees to skip all student mentor questions.

➤ **Question 12: I like my student mentor.**

Table 16 shows that 33 mentees or 73.3 percent of all mentees answered question 12. Additionally, it shows that mentees agreed that they liked their student mentor with a mean of 1.61.

Table 17 shows the number and percent of sixth, seventh, and eighth grade

Table 16
Survey Question 12 Results
For Fall 1997 Mentees
Sample: 33 Respondents or 73.3 Percent Response Rate

QUESTION	Mean
Question 12: I like my student mentor	1.61

mentees responding to question 12. A total of 20 or 80 percent of the sixth grade mentees responded to question 12. Additionally, 10 or 62.5 percent of the seventh grade mentees responded. Only 3 or 75 percent of the eighth grade mentees answered question 12.

Table 18 shows the mean values of sixth, seventh, and eighth grade mentees responding to question 12. The eighth grade respondents agreed that they like their student mentor with a mean of 1.33. The sixth and seventh grade respondents also agreed that they liked their student mentor with a mean of 1.55 and 1.80 respectively.

➤ **Question 13: I got along well with my student mentor.**

Table 19 shows that 31 mentees or 68.9 percent of all mentees answered question 13. Additionally, it shows that mentees agreed that they got along well with their student mentor with a mean of 1.65

Table 20 shows the number and percent of sixth, seventh, and eighth grade mentees mentees responded. Three or 75 percent of the eighth grade mentees answered question 13 responding to question 13. A total of 19 or 76 percent of the sixth grade mentees responded to question 13. Additionally, nine or 56.3 percent of the seventh

Table 17
Survey Question 12 Results
Broken Down By Grade Level
Number and Percent of Respondents

Questions	6th Grade Respondents		7th Grade Respondents		8th Grade Respondents	
	#	%	#	%	#	%
Question 12: I like my student mentor	20	80.0	10	62.5	3	75.0

Table 18
Survey Question 12 Results
Broken Down By Grade Level

Mean Values

Questions	6th Grade Respondents	7th Grade Respondents	8th Grade Respondents
Question 12: I like my student mentor	1.55	1.80	1.33

grade mentees responded. Three or 75 percent of the eighth grade mentees answered question 13.

Table 21 shows the mean values of sixth, seventh, and eighth grade mentees responding to question 13. The sixth grade respondents agreed that they got along well with their student mentor with a mean of 1.58. The seventh and eighth grade

Table 19**Survey Question 13 Results****For Fall 1997 Mentees****Sample: 31 Respondents or 68.9 Percent Response Rate**

QUESTION	Mean
Question 13: I got along well with my student mentor.	1.65

Table 20**Survey Question 13 Results****Broken Down By Grade Level****Number and Percent of Respondents**

Questions	6th Grade Respondents		7th Grade Respondents		8th Grade Respondents	
	#	%	#	%	#	%
Question 13: I got along well with my student mentor.	19	76.0	9	56.3	3	75.0

respondents also agreed that they liked their student mentor with a mean of 1.78 and 1.67 respectively.

➤ **Question 14:** I get along better with people now than before I had a student mentor.

Table 22 shows that 32 mentees or 71.1 percent of all mentees answered question

Table 21
Survey Question 13 Results
Broken Down By Grade Level
Mean Values

Questions	6th Grade Respondents	7th Grade Respondents	8th Grade Respondents
Question 13: I got along well with my student mentor.	1.58	1.78	1.67

14. Additionally, it shows that mentees agree that they get along better with people now than before they had a student mentor with a mean of 2.41.

Table 22
Survey Question 14 Results
For Fall 1997 Mentees

Sample: 32 Respondents or 71.1 Percent Response Rate

QUESTION	Mean
Question 14: I get along better with people now than before I had a student mentor.	2.41

Table 23 shows the number and percent of sixth, seventh, and eighth grade mentees responding to question 14. A total of 19 or 76 percent of the sixth grade mentees responded to question 14. Additionally, 10 or 62.5 percent of the seventh grade mentees responded. Three or 75 percent of the eighth grade mentees answered question 14.

Table 23
Survey Question 14 Results
Broken Down By Grade Level
Number and Percent of Respondents

Questions	6 th Grade Respondents		7 th Grade Respondents		8 th Grade Respondents	
	#	%	#	%	#	%
Question 14: I get along better with people now than before I had a student mentor.	19	76.0	10	62.5	3	75.0

Table 24 shows the mean values of sixth, seventh, and eighth grade mentees responding to question 14. The eighth grade respondents strongly agree that they get along better with people now than before they had a student mentor with a mean of 1.67. The sixth grade respondents agreed that they get along better with people now than before they had a student mentor with a mean of 2.26. Seventh grade mentees are more inconclusive about whether they get along better with people now than before they had a student mentor. They had a mean of 2.90.

➤ **Question 15: My schoolwork has improved after being assigned a student mentor.**

Table 25 shows that 32 mentees or 71.1 percent of all mentees answered question 15. Additionally, it shows that mentees agree that their schoolwork has improved after being assigned a student mentor with a mean of 2.22.

Table 24
Survey Question 14 Results
Broken Down By Grade Level
Mean Values

Questions	6th Grade Respondents	7th Grade Respondents	8th Grade Respondents
Question 14: I get along better with people now than before I had a student mentor.	2.26	2.90	1.67

Table 25
Survey Question 15 Results
For Fall 1997 Mentees

Sample: 32 Respondents or 71.1 Percent Response Rate

QUESTION	Mean
Question 15: My schoolwork has improved after being assigned a student mentor.	2.22

Table 26 shows the number and percent of sixth, seventh, and eighth grade mentees responding to question 15. A total of 20 or 80 percent of the sixth grade mentees responded to question 15. Additionally, 10 or 62.5 percent of the seventh grade mentees responded. Only two or 50 percent of the eighth grade mentees answered question 15.

Table 27 shows the mean values of sixth, seventh, and eighth grade mentees responding to question 15. The respondents almost equally report that their schoolwork has improved after being assigned a student mentor, with a mean of 2.25, 2.20, and 2.00 respectively.

Table 26**Survey Question 15 Results****Broken Down By Grade Level****Number and Percent of Respondents**

Questions	6th Grade Respondents		7th Grade Respondents		8th Grade Respondents	
	#	%	#	%	#	%
Question 15: My schoolwork has improved after being assigned a student mentor.	20	80.0	10	62.5	2	50.0

Table 27**Survey Question 15 Results****Broken Down By Grade Level****Mean Values**

Questions	6th Grade Respondents	7th Grade Respondents	8th Grade Respondents
Question 15: My schoolwork has improved after being assigned a student mentor.	2.25	2.20	2.00

➤ **Question 16: I would like to have the same student mentor next time.**

Table 28 shows that 33 mentees or 73.3 percent of all mentees answered question 16. Additionally, it shows that mentees agree that they would like to have the same student mentor next time with a mean of 2.24.

Table 28**Survey Question 16 Results****For Fall 1997 Mentees****Sample: 33 Respondents or 73.3 Percent Response Rate**

QUESTION	Mean
Question 16: I would like to have the same student mentor next time.	2.24

Table 29 shows the number and percent of sixth, seventh, and eighth grade mentees responding to question 16. A total of 20 or 80 percent of the sixth grade mentees responded to question 16. Additionally, 10 or 62.5 percent of the seventh grade mentees responded. Three or 75 percent of the eighth grade mentees answered question 16.

Table 29**Survey Question 16 Results****Broken Down By Grade Level****Number and Percent of Respondents**

Questions	6th Grade Respondents		7th Grade Respondents		8th Grade Respondents	
	#	%	#	%	#	%
Question 16: I would like to have the same student mentor next time.	20	80.0	10	62.5	3	75.0

Table 30 shows the mean values of sixth, seventh, and eighth grade mentees responding to question 16. Sixth and seventh grade mentees report an equal desire to have the same student mentor next time, each with a mean of 2.20. Eighth grade mentees

agree with some vacillation that they would like to have the same student mentor next time. Eighth grade mentees had a mean of 2.67.

Table 30
Survey Question 16 Results
Broken Down By Grade Level
Mean Values

Questions	6th Grade Respondents	7th Grade Respondents	8th Grade Respondents
Question 16: I would like to have the same student mentor next time.	2.20	2.20	2.67

➤ **Question 17: I would like to participate in this program again.**

Table 31 shows that 33 mentees or 73.3 percent of all mentees answered question 17. Additionally, it shows that mentees strongly agree that they would like to participate in this program again with a mean of 1.36.

Table 32 shows the number and percent of sixth, seventh, and eighth grade mentees responding to question 17. A total of 20 or 80 percent of the sixth grade mentees responded to question 17. Additionally, 10 or 62.5 percent of the seventh grade mentees responded. Three or 75 percent of the eighth grade mentees answered question 17.

Table 33 shows the mean values of sixth, seventh, and eighth grade mentees responding to question 17. The sixth grade respondents report a stronger desire to

Table 31**Survey Question 17 Results****For Fall 1997 Mentees****Sample: 33 Respondents or 73.3 Percent Response Rate**

QUESTION	Mean
Question 17: I would like to participate in this program again.	1.36

Table 32**Survey Question 17 Results****Broken Down By Grade Level****Number and Percent of Respondents**

Questions	6th Grade Respondents		7th Grade Respondents		8th Grade Respondents	
	#	%	#	%	#	%
Question 17: I would like to participate in this program again.	20	80.0	10	62.5	3	75.0

participate in this program again with a mean of 1.20. The seventh and eighth grade respondents report almost the same desire to participate in this program again, with means of 1.60 and 1.67 respectively.

➤ **Question 18: I like my adult mentor.**

Table 34 shows that 37 mentees or 82.2 percent of all mentees answered question 18. Additionally, it shows that mentees strongly agree that they like their adult mentor with a mean of 1.30.

Table 33
Survey Question 17 Results
Broken Down By Grade Level
Mean Values

Questions	6th Grade Respondents	7th Grade Respondents	8th Grade Respondents
Question 17: I would like to participate in this program again.	1.20	1.60	1.67

Table 35 shows the number and percent of sixth, seventh, and eighth grade mentees responding to question 18. A total of 21 or 84 percent of the sixth grade mentees responded to question 18. Additionally, 12 or 75 percent of the seventh grade mentees responded. All four or 100 percent of the eighth grade mentees answered question 18.

Table 36 shows the mean values of sixth, seventh, and eighth grade mentees responding to question 18. All respondents report that they strongly agree that they like their adult mentor. Table 36 shows that sixth grade respondents liked their adult mentor somewhat more than the seventh and eighth grade mentees. Sixth grade respondents had a mean of 1.24. Seventh grade respondents had a mean of 1.33. Eighth grade respondents had a mean of 1.50.

➤ **Question 19: My adult mentor liked the same kinds of things that I do.**

Table 37 shows that 37 mentees or 82.2 percent of all mentees answered question 19. Additionally, it shows that mentees agree that their adult mentor liked the same kinds of things they do, with a mean of 1.89.

Table 34**Survey Question 18 Results****For Fall 1997 Mentees****Sample: 37 Respondents or 82.2 Percent Response Rate**

QUESTION	Mean
Question 18: I like my adult mentor.	1.30

Table 35**Survey Question 18 Results****Broken Down By Grade Level****Number and Percent of Respondents**

Questions	6th Grade Respondents		7th Grade Respondents		8th Grade Respondents	
	#	%	#	%	#	%
Question 18: I like my adult mentor.	21	84.0	12	75.0	4	100

Table 36**Survey Question 18 Results****Broken Down By Grade Level****Mean Values**

Questions	6th Grade Respondents	7th Grade Respondents	8th Grade Respondents
Question 18: I like my adult mentor.	1.24	1.33	1.50

Table 37**Survey Question 19 Results****For Fall 1997 Mentees****Sample: 37 Respondents or 82.2 Percent Response Rate**

QUESTION	Mean
Question 19: My adult mentor liked the same kinds of things that I do.	1.89

Table 38 shows the number and percent of sixth, seventh, and eighth grade mentees responding to question 19. A total of 21 or 84 percent of the sixth grade mentees responded to question 19. Additionally, 12 or 75 percent of the seventh grade mentees responded. All four or 100 percent of the eighth grade mentees answered question 19.

Table 39 shows the mean values of sixth, seventh, and eighth grade mentees responding to question 19. Eighth grade mentees reported that they strongly agreed that their adult mentors liked the same kinds of things they did, with a mean of 1.50. Sixth and seventh grade mentees agreed that their adult mentors liked the same kinds of things they did, with a mean of 1.95 and 1.92 respectively.

➤ **Question 20: I got along well with my adult mentor.**

Table 40 shows that 35 mentees or 77.8 percent of all mentees answered question 20. Additionally, it shows that mentees strongly agree that they get along well with their adult mentor with a mean of 1.37.

Table 38**Survey Question 19 Results****Broken Down By Grade Level****Number and Percent of Respondents**

Questions	6th Grade Respondents		7th Grade Respondents		8th Grade Respondents	
	#	%	#	%	#	%
Question 19: My adult mentor liked the same kinds of things that I do.	21	84.0	12	75.0	4	100

Table 39**Survey Question 19 Results****Broken Down By Grade Level****Mean Values**

Questions	6th Grade Respondents	7th Grade Respondents	8th Grade Respondents
Question 19: My adult mentor liked the same kinds of things that I do.	1.95	1.92	1.50

Table 41 shows the number and percent of sixth, seventh, and eighth grade mentees responding to question 20. A total of 20 or 80 percent of the sixth grade mentees responded to question 20. Additionally, 11 or 68.8 percent of the seventh grade mentees responded. All four or 100 percent of the eighth grade mentees answered question 20.

Table 40**Survey Question 20 Results****For Fall 1997 Mentees****Sample: 35 Respondents or 77.8 Percent Response Rate**

QUESTION	Mean
Question 20: I got along well with my adult mentor.	1.37

Table 41**Survey Question 20 Results****Broken Down By Grade Level****Number and Percent of Respondents**

Questions	6th Grade Respondents		7th Grade Respondents		8th Grade Respondents	
	#	%	#	%	#	%
Question 20: I got along well with my adult mentor.	20	80.0	11	68.8	4	100

Table 42 shows the mean values of sixth, seventh, and eighth grade mentees responding to question 20. All respondents reported that they strongly agree that they got along well with their adult mentor. Sixth grade mentees had a mean of 1.30. Seventh grade mentees had a mean of 1.45. Eighth grade mentees had a mean of 1.50.

Table 42
Survey Question 20 Results
Broken Down By Grade Level
Mean Values

Questions	6th Grade Respondents	7th Grade Respondents	8th Grade Respondents
Question 20: I got along well with my adult mentor.	1.30	1.45	1.50

➤ **Question 21: I get along better with people now than before I had an adult mentor.**

Table 43 shows that 37 mentees or 82.2 percent of all mentees answered question 21. Additionally, it shows that mentees agree that they get along better with people now than before they had an adult mentor with a mean of 2.16.

Table 43
Survey Question 21 Results
For Fall 1997 Mentees

Sample: 37 Respondents or 82.2 Percent Response Rate

QUESTION	Mean
Question 21: I get along better with people now than before I had an adult mentor.	2.16

Table 44 shows the number and percent of sixth, seventh, and eighth grade mentees responding to question 21. A total of 21 or 84 percent of the sixth grade mentees responded to question 21. Additionally, 12 or 75 percent of the seventh grade mentees responded. All four or 100 percent of the eighth grade mentees answered question 21.

Table 44
Survey Question 21 Results
Broken Down By Grade Level
Number and Percent of Respondents

Questions	6 th Grade Respondents		7 th Grade Respondents		8 th Grade Respondents	
	#	%	#	%	#	%
Question 21: I get along better with people now than before I had an adult mentor.	21	84.0	12	75.0	4	100

Table 45 shows the mean values of sixth, seventh, and eighth grade mentees responding to question 21. Eighth grade respondents reported that they strongly agree that they get along better with people now than before they had an adult mentor with a mean of 1.75. Sixth and seventh grade mentees agree that they get along better with people now than before they had an adult mentor with a mean of 2.14 and 2.33 respectively.

Table 45
Survey Question 21 Results
Broken Down By Grade Level

Mean Values

Questions	6 th Grade Respondents	7 th Grade Respondents	8 th Grade Respondents
Question 21: I get along better with people now than before I had an adult mentor.	2.14	2.33	1.75

➤ **Question 22: My schoolwork has improved after being assigned an adult mentor.**

Table 46 shows that 37 mentees or 82.2 percent of all mentees answered question 22. Additionally, it shows that mentees agree that they their schoolwork has improved after being assigned an adult mentor with a mean of 2.11.

Table 46

Survey Question 22 Results

For Fall 1997 Mentees

Sample: 37 Respondents or 82.2 Percent Response Rate

QUESTION	Mean
Question 22: My schoolwork has improved after being assigned an adult mentor.	2.11

Table 47 shows the number and percent of sixth, seventh, and eighth grade mentees responding to question 22. A total of 21 or 84 percent of the sixth grade mentees responded to question 22. Additionally, 12 or 75 percent of the seventh grade mentees responded. All four or 100 percent of the eighth grade mentees answered question 22.

Table 48 shows the mean values of sixth, seventh, and eighth grade mentees responding to question 22. Eighth grade mentees report that they strongly agree that their schoolwork has improved after being assigned an adult mentor with a mean of 1.75. Sixth and seventh grade mentees report that they agree that their schoolwork has improved after being assigned an adult mentor with a mean of 2.10 and 2.25 respectively.

Table 47**Survey Question 22 Results****Broken Down By Grade Level****Number and Percent of Respondents**

Questions	6th Grade Respondents		7th Grade Respondents		8th Grade Respondents	
	#	%	#	%	#	%
Question 22: My schoolwork has improved after being assigned an adult mentor.	21	84.0	12	75.0	4	100

Table 48**Survey Question 22 Results****Broken Down By Grade Level****Mean Values**

Questions	6th Grade Respondents	7th Grade Respondents	8th Grade Respondents
Question 22: My schoolwork has improved after being assigned an adult mentor.	2.10	2.25	1.75

➤ **Question 23: I would like to have the same adult mentor next time.**

Table 49 shows that 37 mentees or 82.2 percent of all mentees answered question 23. Additionally, it shows that mentees strongly agree that they would like to have the same adult mentor next time with a mean of 1.68.

Table 49
Survey Question 23 Results
For Fall 1997 Mentees
Sample: 37 Respondents or 82.2 Percent Response Rate

QUESTION	Mean
Question 23: I would like to have the same adult mentor next time.	1.68

Table 50 shows the number and percent of sixth, seventh, and eighth grade mentees responding to question 23. A total of 21 or 84 percent of the sixth grade mentees responded to question 23. Additionally, 12 or 75 percent of the seventh grade mentees responded. All four or 100 percent of the eighth grade mentees answered question 23.

Table 50
Survey Question 23 Results
Broken Down By Grade Level
Number and Percent of Respondents

Questions	6th Grade Respondents		7th Grade Respondents		8th Grade Respondents	
	#	%	#	%	#	%
Question 23: I would like to have the same adult mentor next time.	21	84.0	12	75.0	4	100

Table 51 shows the mean values of sixth, seventh, and eighth grade mentees responding to question 23. Sixth grade mentees report that they strongly agree that they would like to have the same adult mentor next time. Seventh and eighth grade mentees

equally report that they agree they would like to have the same adult mentor next time.

Each group had a mean of 2.00.

Table 51
Survey Question 23 Results
Broken Down By Grade Level
Mean Values

Questions	6th Grade Respondents	7th Grade Respondents	8th Grade Respondents
Question 23: I would like to have the same adult mentor next time.	1.43	2.00	2.00

This concludes the closed-ended question of the Rosemont Middle School Mentor/Mentee Program mentee survey. Next, the results of the open-ended questions included as Part III of the mentee survey are analyzed.

Part III of the Rosemont Middle School Mentor/Mentee program mentee survey was based on three open-ended questions. Each question is stated below. Mentee responses to each question are listed in Appendix B.

➤ **Open-Ended Question 1: What I liked the most about the Rosemont Middle School Mentor/mentee Program was:**

➤ **Open-Ended Question 2: I would like to see the following added to the Rosemont Middle School Mentor/Mentee Program:**

➤ **Open-Ended Question 3: What I did not like about the Rosemont Middle School Mentor/Mentee Program was:**

Reviewing the mentee comments, it is evident that most mentees enjoyed the program. Some positive things they gained from the program include respect for others, willingness to accept responsibility, self-control, and self-discipline. Additionally, mentor program participants benefited by receiving help in their studies. Items that might be added in the future are more field trips and mentees. Additionally, community service opportunities should be identified.

Time Series Analysis

In addition to the Rosemont Middle School Mentor/Mentee Program survey, this study examined mentees grade cards and classroom behavior reports. This data was examined to enhance the objectivity of this study.

One potential weakness of a survey is the propensity of respondents to answer the way they think they should. Additionally, respondents may answer the way they remember events. These conditions may result in inaccurate reports of what actually occurred. To prevent possible misrepresentations, it is advantageous to incorporate other forms of data into the analysis.

Use of report cards and classroom behavior reports offer a second advantage. The reports are made at regular intervals over the span of time the mentees participated in the Rosemont Middle School Mentor/Mentee program. This allows for a quasi-experimental time-series analysis. The time-series analysis is useful to help establish if the Rosemont Middle School Mentor/Mentee Program had an impact on the mentees.

Data used in the time series analysis include mentee grade-point averages, days absent by month, times tardy by month, and in-class behavior. Mentee grade-point averages are assessed to determine what effect the Rosemont Middle School Mentor/Mentee Program of Norfolk Public Schools had on the scholastic advancement of the Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade mentees. Additionally, days absent by month and times tardy by month are examined to determine what effect the Rosemont Middle School Mentor/Mentee Program had on the behavior of the Fall 1997 mentees. In-class behavior provides data related to both scholastic advancement and the behavior of the Fall 1997 mentees.

Two levels of analysis will be conducted. First, the mentors will be assessed collectively. Second, the mentors will be studied by sixth, seventh, and eighth grade levels.

Periods covered in this analysis vary by issue being addressed. Mentee grade-point averages are based on five periods. First, the grade period ending March 1997. Second, the grading period ending June 1997. Third, the grade period ending November 1997. Fourth, the grade period ending January 1998. Fifth, the grade period ending March 1998.

Monthly data for days absent by month and times tardy by month is analyzed. The months reviewed cover May 1997 through March 1998.

Four periods are used to assess in-class behavior. First, the grade period ending June 1997. Second, the grading period ending November 1997. Third, the grade period

ending January 1997. Fourth, the grade period ending March 1998. Additionally, 14 different types of in-class behavior are examined.

Data is not available for all respondents during all periods. Missing data may be contributed in part to the fact that some students have not been enrolled at Rosemont Middle School during the testing period.

Grade Point Average

Tables 52 and 53 provide data for the grade point average. Table 52 examines the Fall 1997 mentees. Table 53 compares the sixth, seventh, and eighth grade mentee subgroups.

Table 52 shows the grade point average for the Fall 1997 mentees. Five periods are examined. The grade point average ranges from a high of 3.1 in June 1997 and a low of 2.8 in November 1997.

Table 52

Mentee Grade Point Average

For Fall 1997 Mentees

For March, 1997 through March, 1998

March 1997	June 1997	November 1997	January 1998	March 1998
3.0	3.1	2.8	2.9	2.9

Table 53 shows the grade point average for sixth, seventh, and grade mentees. Grade point averages were not available for the eighth grade mentees for grading periods ending in March, 1997 and June 1997.

The sixth grade mentees grade point average ranged from a high of 2.9 to a low of 2.7. In the middle of the program, sixth grade mentees grade point average dropped from a 2.9 grade point average to a low of 2.7. During the last two grading periods, the sixth grade mentees were able to raise their grade point. By the end of the mentoring program, the sixth grade mentees were able to increase their grade point average to a high of 2.9. This was the same grade point average the sixth grade mentees had at the start of the mentoring program.

The seventh grade mentees experienced a decrease in their grade point average. Their grade point average ranged from a high of 3.2 to a low of 2.9.

The eighth grade mentees experienced the highest grade point. Their grade point ranged from a high of 3.2 to a low of 3.1. The eighth grade mentees were the only group that was able to sustain an increase in their grade point average.

Table 53

Mentee Grade Point Average

Broken Down By Grade Level

For March 1997 through March, 1998

	March 1997	June 1997	November 1997	January 1998	March 1998
Mentees					
6 th Grade	2.9	2.9	2.7	2.8	2.9
7 th Grade	3.2	3.3	2.9	2.9	2.9
8 th Grade	N/A*	N/A*	3.1	3.2	3.2

N/A* Not Available

Days Absent By Month

Tables 54 and 55 provide data for the days absent by month. Table 54 examines the Fall 1997 mentees. Table 55 compares the sixth, seventh, and eighth grade mentee subgroups.

Table 54 shows the percent of students who were absent from school during a given month. Nine periods are examined. The percent of students absent during a given month range from a high of 46.7 percent in February 1998 to a low of 8.9 percent in June 1997. The percent of students absent from school during a given month increased from October 1997 through February 1998. Additionally, the percent of students absent from school during a given month almost doubled during the last half of the program.

Table 54

Days Absent By Month

For Fall 1997 Mentees

For May, 1997 through March, 1998

Percent of Mentees

May 1997	Jun. 1997	Sep. 1997	Oct. 1997	Nov. 1997	Dec. 1997	Jan. 1998	Feb. 1998	Mar. 1998
22.2%	8.9%	26.7%	22.2%	28.9%	35.6%	37.8%	46.7%	40.0%

Table 55 shows the percent of sixth, seventh, and grade mentees who were absent from school during a given month. The percent of students was selected over the number of students because it provides a clearer image of what the difference is between the different subgroups.

The sixth grade mentees had the largest percent of students absent from school during a given month. The percent of students absent ranged from a high of 56 percent in February 1998 to a low of 12 percent in June 1997. Sixth grade mentees' absentee rate increased throughout the duration of the program, with one exception. During the last month of the study, the sixth grade mentee absentee rate dropped.

The percent of seventh grade mentees absent from school by month was very irregular; there were several dips and peaks. The percent of students absent from school ranged from a high of 43.8 percent in December 1997 to a low of 6.3 percent in June 1997.

The percent of eighth grade mentees absent from school was the most constant of all three mentee subgroups, with one exception - February 1998. The percent of students absent by month ranged from a high of 75 percent in February 1998 to a low of 0 percent in September 1997.

Table 55

Days Absent By Month

Broken Down By Grade Level

For May, 1997 through March, 1998

Percent of Mentees

Mentees	May 1997	Jun. 1997	Sep. 1997	Oct. 1997	Nov. 1997	Dec. 1997	Jan. 1998	Feb. 1998	Mar. 1998
6 th Grade	20.0%	12.0%	28.0%	32.0%	36.0%	32.0%	44.0%	56.0%	44.0%
7 th Grade	31.3%	6.3%	31.3%	6.3%	18.8%	43.8%	31.3%	25.0%	43.8%
8 th Grade	N/A*	N/A*	0.0%	25.0%	25.0%	25.0%	25.0%	75.0%	0.0%

N/A* Not Available

Average Days Absent By Month

Tables 56 and 57 provide data for the average days absent by month. Table 56 examines the Fall 1997 mentees. Table 57 compares the sixth, seventh, and eighth grade mentee subgroups.

Table 56 shows the average days absent by month for Fall 1997 mentees. For approximately 78 percent of the months studied, mentees were absent less than two days a month. The average days absent by month for all mentees ranged from a high of 2.6 during September 1997 and a low of 1.1 during October 1997.

Table 56

Average Days Absent By Month

For Fall 1997 Mentees

For May, 1997 through March, 1998

May 1997	Jun. 1997	Sep. 1997	Oct. 1997	Nov. 1997	Dec. 1997	Jan. 1998	Feb. 1998	Mar. 1998
1.6	2.0	2.6	1.1	1.2	1.7	1.3	1.9	1.6

Table 57 shows the average days absent by month for sixth, seventh, and eighth grade Fall 1997 mentees. The sixth grade mentees had the most consistent number of average days absent by month. For each month under study, they were, absent 1.8 days.

Seventh grade mentees had the largest average days absent by month. They had a high of 4.2 days and a low of 1.0. They had the highest average absentee rate in June 1997 and September 1997, with 4.0 and 4.2 average days absent respectively.

Eighth grade mentees had the lowest average days absent by month. They had a high of two days in both November 1997 and February 1998. The lowest average days absent by month was zero.

During the program, sixth and seventh grade mentees absentee rate improved. The opposite is true for eighth grade mentees. As the program progress, eighth grade mentees experienced a higher average absentee rate.

Table 57

Average Days Absent By Month

Broken Down By Grade Level

For May, 1997 through March, 1998

Mentees	May 1997	Jun. 1997	Sep. 1997	Oct. 1997	Nov. 1997	Dec. 1997	Jan. 1998	Feb. 1998	Mar. 1998
6 th Grade	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8
7 th Grade	1.4	4.0	4.2	1.0	1.3	1.9	1.2	1.0	1.0
8 th Grade	N/A*	N/A*	0	1	2	1	1	2	0

N/A* Not Available

Tardiness Reported by Month

Tables 58 and 59 provide data for the tardiness reported by month. Table 58 examines the Fall 1997 mentees. Table 59 compares the sixth, seventh, and eighth grade mentee subgroups.

Table 58 shows the percent of students who were tardy during a given month. Nine periods are examined. The percent of students tardy during a given month range from a high of 40 percent in October 1997, February 1998 and March 1998 to a low of

8.9 percent in June 1997. During each month, with the exception of June 1997, at least 20 percent of the mentees were tardy. During the last two months under study, forty percent of the mentees were tardy.

Table 58

Tardiness Reported by Month

For Fall 1997 Mentees

For May, 1997 through March, 1998

Percent of Mentees

May 1997	Jun. 1997	Sep. 1997	Oct. 1997	Nov. 1997	Dec. 1997	Jan. 1998	Feb. 1998	Mar. 1998
31.1%	8.9%	22.2%	40.0%	26.7%	33.3%	24.4%	40.0%	40.0%

Table 59 shows the percent of sixth, seventh, and grade mentees who were tardy during a given month. The percent of sixth grade mentees who were tardy each month ranged from a high of 48 percent in March 1998 and a low of 8 percent in June 1997. The tardy rate for sixth grade mentees increased significantly during the last four months of the mentoring program. Their tardy rate for the first five school months of the program, May 1997 through November 1997, ranged from a high of 24 percent to a low of 8 percent. The sixth grade mentee tardy rate for the last four schools months of the program, December 1997 through March 1998, ranged from a high of 48 percent to a low of 32 percent.

The percent of seventh grade mentees who were tardy each month ranged from a high of 56.3 percent in October 1997 and a low of 12.5 percent in June 1997 and September 1997. The tardy rate for seventh grade mentees decreased significantly during

the last four months of the mentoring program. Their tardy rate for the first five school months of the program, May 1997 through November 1997, ranged from a high of 56.3 percent to a low of 12.5 percent. The seventh grade mentee tardy rate for the last four schools months of the program, December 1997 through March 1998, ranged from a high of 37.5 percent to a low of 18.8 percent.

The percent of eighth grade mentees who were tardy each month ranged from a high of 50 percent in November 1997 and February 1998 and a low of zero percent in May 1997, June 1997 and January 1998. The tardy rate for eighth grade mentees did not change during the mentoring program. Their tardy rate for the first five school months of the program, May 1997 through November 1997, ranged from a high of 50 percent to a low of zero percent. The eighth grade mentee tardy rate range for the last four schools months of the program, December 1997 through March 1998, was the same as the first half of the program.

Table 59

Tardiness Reported by Month

For Fall 1997 Mentees

For May, 1997 through March, 1998

Percent of Mentees

Mentees	May 1997	Jun. 1997	Sep. 1997	Oct. 1997	Nov. 1997	Dec. 1997	Jan. 1998	Feb. 1998	Mar. 1998
6 th Grade	28.0%	8.0%	28.0%	32.0%	24.0%	32.0%	32.0%	40.0%	48.0%
7 th Grade	43.8%	12.5%	12.5%	56.3%	25.0%	37.5%	18.8%	37.5%	31.3%
8 th Grade	N/A*	N/A*	25.0%	25.0%	50.0%	25.0%	0.0%	50.0%	25.0%

N/A* Not Available

Average Times Tardy by Month

Tables 60 and 61 provide data for the average times tardy by month. Table 60 examines the Fall 1997 mentees. Table 61 compares the sixth, seventh, and eighth grade mentee subgroups.

Table 60 shows the average times tardy by month for the Fall 1997 mentees. The average time mentees were tardy during a given month range from a high of 2.8 in June 1997 to a low of 1.3 in February 1998. The tardy rate for the first five school months of the program, May 1997 through November 1997, ranged from a high of 2.8 to a low of 1.4 in September 1997. The mentee average times tardy by month decreased for the last four schools months of the program, December 1997 through March 1998. The mentees' were tardy between a high of 2.3 in December 1997 to a low of 1.3 in February 1998.

Table 60

Average Times Tardy by Month

For Fall 1997 Mentees

For May, 1997 through March, 1998

May 1997	Jun. 1997	Sep. 1997	Oct. 1997	Nov. 1997	Dec. 1997	Jan. 1998	Feb. 1998	Mar. 1998
1.8	2.8	1.4	1.9	2.1	2.3	1.6	1.3	1.8

Table 61 shows the average times tardy by month for sixth, seventh, and eighth grade mentees. Data is not available for May 1997 and June 1997 for eighth grade mentees.

Sixth grade mentees were tardy each month between a high of 2.5 in June 1997 and a low of 1.4 in September 1997 and February 1998. The tardy rate for sixth grade mentees decreased during the last four months of the mentoring program. Their tardy rate for the first five school months of the program, May 1997 through November 1997, ranged from a high of 2.5 to a low of 1.4. The sixth grade mentee tardy rate for the last four schools months of the program, December 1997 through March 1998, ranged from a high of 2.0 to a low of 1.4.

Seventh grade mentees had a higher average tardy rate than did the sixth and eighth grade mentees. They were tardy each month between a high of 3.0 in May 1997 and November 1997 and a low of 1.3 in February 1998. The tardy rate for seventh grade mentees decreased during the last four months of the mentoring program. Their tardy rate for the first five school months of the program, May 1997 through November 1997, ranged from a high of 3.0 to a low of 1.5. The seventh grade mentee tardy rate for the last four schools months of the program, December 1997 through March 1998, ranged from a high of 2.8 to a low of 1.3.

Compared to sixth and seventh grade mentees, the eighth grade mentees had the lowest average tardy rate. They were tardy each month between a high of 3.0 in October 1997 and a low of zero in January 1998. The tardy rate for eighth grade mentees decreased during the last four months of the mentoring program. Their tardy rate for the first five school months of the program, May 1997 through November 1997, ranged from a high of 3.0 to a low of zero. The eighth grade mentee tardy rate for the last four schools

months of the program, December 1997 through March 1998, ranged from a high of one to a low of zero.

Table 61
Average Times Tardy by Month
Broken Down By Grade Level
For May, 1997 through March, 1998

Mentees	May 1997	Jun. 1997	Sep. 1997	Oct. 1997	Nov. 1997	Dec. 1997	Jan. 1998	Feb. 1998	Mar. 1998
6 th Grade	1.7	2.5	1.4	1.9	1.7	2.0	1.6	1.4	1.8
7 th Grade	1.9	3.0	1.5	1.8	3.0	2.8	1.7	1.3	1.8
8 th Grade	N/A*	N/A*	1	3	1.5	1	0	1	1

N/A* Not Available

In-Class Behavior

This section examines 14 different in-class behavior attributes. For each in-class behavior, a two-step analysis will be conducted. First, the Fall 1997 mentees will be examined collectively. Second, the sixth, seventh, and eighth grade mentee subgroups will be compared.

In-class behaviors may be either positive or negative. For example, a student may be recognized for preparing assignments on time. Additionally, the student may be cited for being inattentive in class. Each teacher has the opportunity to award in-class behavior marks to students. During one grading period, it is possible for a student to earn recognition for preparing assignments on time from each teacher. To limit the

complexity of this analysis, each mentee received one point for each different in-class behavior awarded to them by their teachers. For example, if the student was taking four classes and all four teachers issued an award for preparing assignments on time. This study issued one point versus four points for preparing assignments on time.

As stated earlier, all data is based on four grading periods. The first grading period ended in June 1997. The second grading period ended in November 1997. The third grading period ended in January 1998. The fourth grading period ended in March 1998. Data was not available for eighth grade mentees during June 1997.

Table 62 shows the number and percent of Fall 1997 mentees receiving recognition from at least one teacher for preparing assignments on time. The percent of mentees preparing assignments on time ranged from a high of 75.6 percent in March 1998 to a low of 63.6 percent in June 1997. Fall 1997 mentees continued to improve their performance throughout the mentoring program.

Table 62

In-Class Behavior: Prepares Assignments on Time

For Fall 1997 Mentees

For June 1997 through March 1998

Number and Percent of Mentees

June 1997		November 1997		January 1998		March 1998	
#	%	#	%	#	%	#	%
21	63.6%	31	68.9%	29	64.4%	34	75.6%

Table 63 shows the number and percent of sixth, seventh, and eighth grade mentees receiving recognition from at least one teacher for preparing assignments on time. Data was not available for eighth grade mentees for the grading period ending June 1997.

The percent of sixth grade mentees preparing assignments on time ranged from a high of 76.0 percent in March 1998 to a low of 44.0 percent in June 1997. Sixth grade mentees continued to improve their performance throughout the mentoring program. They experienced an increase from 44.0 percent to 76.0 percent, a 32.0 percent increase. This was the largest increase experienced by the different mentee subgroups.

The percent of seventh grade mentees preparing assignments on time ranged from a high of 75.0 percent in November 1997 and March 1998 to a low of 50.0 percent in January 1998. Seventh grade mentees improved their performance during the mentoring program. They experienced an increase from 62.5 percent to 75.0 percent, an increase of 12.5 percent.

The percent of eighth grade mentees preparing assignments on time stayed constant at 75.0 percent. Compared to the other mentee subgroups, within a three-percent range, this was the highest or one of the highest performances.

Table 64 shows the number and percent of Fall 1997 mentees receiving recognition from at least one teacher for preparing in-depth assignments. The percent of mentees preparing in-depth assignments ranged from a high of 55.6 percent in January 1998 to a low of 44.4 percent in March 1998. Fall 1997 mentees improved their

Table 63**In-Class Behavior: Prepares Assignments on Time****Broken Down By Grade Level****For June 1997 through March 1998****Number and Percent of Mentees**

	June 1997		November 1997		January 1998		March 1998	
Mentees	#	%	#	%	#	%	#	%
6 th Grade	11	44.0%	16	64.0%	18	72.0%	19	76.0%
7 th Grade	10	62.5%	12	75.0%	8	50.0%	12	75.0%
8 th Grade	N/A*	N/A*	3	75.0%	3	75.0%	3	75.0%

N/A* Not Available

performance in the middle of the mentoring program, however by the end of the program they had reverted to their least proficient performance.

Table 64**In-Class Behavior: Prepares In-Depth Assignments****For Fall 1997 Mentees****For June 1997 through March 1998****Number and Percent of Mentees**

June 1997		November 1997		January 1998		March 1998	
#	%	#	%	#	%	#	%
15	45.5%	23	51.1%	25	55.6%	20	44.4%

Table 65 shows the number and percent of sixth, seventh, and eighth grade mentees receiving recognition from at least one teacher for preparing in-depth assignments. Data was not available for eighth grade mentees for the grading period ending June 1997.

The percent of sixth grade mentees for preparing in-depth assignments ranged from a high of 52.0 percent in January to a low of 20.0 percent in June 1997. Sixth grade mentees improved their performance. They experienced an increase from 20.0 percent to 44.0 percent, a 22.0 percent increase. This subgroup was the only group that experienced an increase in performance during the mentoring program.

The percent of seventh grade mentees preparing in-depth assignments ranged from a high of 62.5 percent in June 1997 to a low of 43.8 percent in March 1998. Seventh grade mentees' performance continued to decline during the mentoring program. They experienced a decrease from 62.5 percent to 43.8 percent, a decrease of 18.7 percent.

The percent of eighth grade mentees preparing in-depth assignments ranged from a high of 75.0 percent in June 1997 to a low of 50.0 percent in March 1998. Throughout the mentoring program this subgroup stayed almost constant at 50.0 percent. They did experience one sharp increase, 25.0 percent, during the grading period that ended in January 1998. Compared to the other mentee subgroups this was the highest or one of the highest performances.

Table 66 shows the number and percent of Fall 1997 mentees recognized by at least one teacher for always being punctual. The percent of mentees that were always

Table 65**In-Class Behavior: Prepares In-Depth Assignments****Broken Down By Grade Level****For June 1997 through March 1998****Number and Percent of Mentees**

	June 1997		November 1997		January 1998		March 1998	
Mentees	#	%	#	%	#	%	#	%
6 th Grade	5	20.0%	12	48.0%	13	52.0%	11	44.0%
7 th Grade	10	62.5%	9	56.3%	9	56.3%	7	43.8%
8 th Grade	N/A*	N/A*	2	50.0%	3	75.0%	2	50.0%

N/A* Not Available

punctual ranged from a high of 86.7 percent in November 1997 to a low of 57.6 percent in June 1997. Fall 1997 mentees improved their performance during the mentoring program. During the mentoring program, they experienced a moderate increase from 57.6 percent to 62.2 percent, an increase of 4.6 percent.

More notable, during the first and second grading periods of the mentoring program, mentees experienced almost a 30.0 percent increase. This increase started to erode by the third grading period. By the fourth grading period, they were performing only slightly better than their original performance.

Table 67 shows the number and percent of sixth, seventh, and eighth grade mentees receiving recognition from at least one teacher for always being punctual. Data was not available for eighth grade mentees for the grading period ending June 1997.

Table 66
In-Class Behavior: Is Always Punctual
For Fall 1997 Mentees
For June 1997 through March 1998
Number and Percent of Mentees

June 1997		November 1997		January 1998		March 1998	
#	%	#	%	#	%	#	%
19	57.6%	39	86.7%	37	82.2%	28	62.2%

The percent of sixth grade mentees always punctual ranged from a high of 92 percent in November 1997 to a low of 36.0 percent in June 1997. Sixth grade mentees experienced a decline from their high of 92.0 percent, however they were able to maintain an improved performance from the first grading period throughout the mentoring program. They experienced an increase from 36.0 percent to 68.0 percent, a 32.0 percent increase. This was the largest increase experienced by the different mentee subgroups.

The percent of seventh grade mentees always punctual ranged from a high of 75 percent in November 1997 to a low of 56.3 percent in March 1998. Seventh grade mentees improved their performance only temporarily during the mentoring program. From start to finish, they experienced a decrease from 62.5 percent to 56.3 percent, a decrease of 6.2 percent.

The percent of eighth grade mentees always punctual ranged from a high of 100.0 percent in November 1997 and January 1998 to a low of 50.0 percent in March 1998.

Compared to the other mentee subgroups, the eighth grade mentees experienced the largest decrease in performance.

Table 67
In-Class Behavior: Is Always Punctual
Broken Down By Grade Level
For June 1997 through March 1998
Number and Percent of Mentees

	June 1997		November 1997		January 1998		March 1998	
Mentees	#	%	#	%	#	%	#	%
6 th Grade	9	36.0%	23	92.0%	22	88.0%	17	68.0%
7 th Grade	10	62.5%	12	75.0%	11	68.8%	9	56.3%
8 th Grade	N/A*	N/A*	4	100%	4	100%	2	50.0%

Table 68 shows the number and percent of Fall 1997 mentees receiving recognition from at least one teacher for contributing to class discussions. The percent of mentees contributing to class discussions ranged from a high of 95.6 percent in January 1998 to a low of 82.2 percent in March 1998. During the first three grading periods the Fall 1997 mentees continued to improve their performance from 90.9 percent to 95.6 percent, an increase of 4.7 percent. The Fall 1997 mentees experienced a significant decrease in performance between the third and fourth grading period. They dropped from 95.6 percent to 82.2 percent, a decrease of 13.4 percent.

Table 69 shows the number and percent of sixth, seventh, and eighth grade

Table 68
In-Class Behavior: Contributes to Class Discussions
For Fall 1997 Mentees
For June 1997 through March 1998
Number and Percent of Mentees

June 1997		November 1997		January 1998		March 1998	
#	%	#	%	#	%	#	%
30	90.9%	41	91.1%	43	95.6%	37	82.2%

mentees recognized by at least one teacher contributing to class discussions. Data was not available for eighth grade mentees for the grading period ending June 1997.

The percent of sixth grade mentees contributing to class discussions ranged from a high of 100.0 percent in January 1998 to a low of 64.0 percent in June 1997. Sixth grade mentees continued to improve their performance during the first three grading periods of the mentoring program. They experienced an increase from 64.0 percent to 100.0 percent, a 36.0 percent increase. During the third and fourth grading periods, they experienced a decrease from 100.0 percent to 84.0 percent, a decrease of 16.0 percent.

Compared to the other mentee subgroups, the sixth grade mentees were the only group to experience an increase from the beginning to the end of the program. They went from 64.0 percent to 84.0 percent, an increase of 20.0 percent.

The percent of seventh grade mentees contributing to class discussions ranged from a high of 87.5 percent in June 1997 and January 1998 to a low of 81.3 percent in November 1997 and January 1998. Seventh grade mentees performance fluctuated by 6.2 percent throughout the mentoring program. Their performance from start to finish

decreased from 87.5 percent to 81.3 percent, a decrease of 6.2 percent. Compared to the other subgroups, they experienced the least amount of change in their performance.

The percent of eighth grade mentees contributing to class discussions ranged from a high of 100.0 percent in November 1997 and January 1998 to a low of 75.0 percent in March 1998. Compared to the other subgroups, they experienced the greatest amount of change in their performance. Their performance decreased by 25.0 percent.

Table 69

In-Class Behavior: Contributes to Class Discussions

Broken Down By Grade Level

For June 1997 through March 1998

Number and Percent of Mentees

	June 1997		November 1997		January 1998		March 1998	
Mentees	#	%	#	%	#	%	#	%
6 th Grade	16	64.0%	24	96.0%	25	100%	21	84.0%
7 th Grade	14	87.5%	13	81.3%	14	87.5%	13	81.3%
8 th Grade	N/A*	N/A*	4	100%	4	100%	3	75.0%

N/A* Not Available

Table 70 shows the number and percent of Fall 1997 mentees receiving recognition from at least one teacher for making good use of time. The percent of mentees preparing assignments on time ranged from a high of 86.7 percent in November 1997 to a low of 72.7 percent in June 1997. Fall 1997 mentees improved their performance during the mentoring program. They went from 72.7 percent after the first

grading period to 80.0 percent by the end of the fourth grading period, an increase of 7.3 percent.

Table 70
In-Class Behavior: Makes Good Use of Time
For Fall 1997 Mentees
For June 1997 through March 1998
Number and Percent of Mentees

June 1997		November 1997		January 1998		March 1998	
#	%	#	%	#	%	#	%
24	72.7%	39	86.7%	34	75.6%	36	80.0%

Table 71 shows the number and percent of sixth, seventh, and eighth grade mentees receiving recognition from at least one teacher for making good use of time. Data was not available for eighth grade mentees for the grading period ending June 1997.

The percent of sixth grade mentees making good use of time ranged from a high of 84.0 percent in November 1997 and March 1998 to a low of 44.0 percent in June 1997. Sixth grade mentees continued to improve their performance throughout the mentoring program. They experienced an increase from 44.0 percent to 84.0 percent, a 40.0 percent increase. This was the largest increase experienced by the different mentee subgroups.

The percent of seventh grade mentees making good use of time ranged from a high of 87.5 percent in November 1997 and January 1998 to a low of 75.0 percent in

March 1998. Seventh grade mentees performance increased between the first and second grading periods from 81.3 percent to 87.5 percent, an increase of 6.2 percent. They were unable to sustain this increase, between the second and third grading periods they experienced a significant decrease. They dropped from 87.5 percent to a low of 75.0 percent, a decrease of 12.5 percent.

The percent of eighth grade mentees making good use of time ranged from a high of 100.0 percent in November 1997 to a low of 75.0 percent in January and March 1998, a decrease of 25.0 percent. Compared to the other mentee subgroups, they experienced the greatest decrease in performance.

Table 71

In-Class Behavior: Makes Good Use of Time

Broken Down By Grade Level

For June 1997 through March 1998

Number and Percent of Mentees

	June 1997		November 1997		January 1998		March 1998	
Mentees	#	%	#	%	#	%	#	%
6 th Grade	11	44.0%	21	84.0%	19	76.0%	21	84.0%
7 th Grade	13	81.3%	14	87.5%	12	75.0%	12	75.0%
8 th Grade	N/A*	N/A*	4	100%	3	75.0%	3	75.0%

N/A* Not Available

Table 72 shows the number and percent of Fall 1997 mentees receiving a demoting mark from at least one teacher for behaving inappropriately in class. The percent of mentees behaving inappropriately in class ranged from a high of 26.7 percent

in January 1998 to a low of 18.2 percent in June 1997. The Fall 1997 mentees continued to have problems behaving in class during the first through the third grading periods. In the fourth grading period, they did show some improvement in their performance. During the fourth grading period, they improved their performance by dropping from 26.7 percent to 22.2 percent, a decrease of 4.5 percent. From the start to the finish of the mentoring program, they have experienced an increase in inappropriate behavior from 18.2 percent to 22.2 percent, an increase of 4.0 percent.

Table 72

In-Class Behavior: Behaves Inappropriately in Class

For Fall 1997 Mentees

For June 1997 through March 1998

Number and Percent of Mentees

June 1997		November 1997		January 1998		March 1998	
#	%	#	%	#	%	#	%
6	18.2%	9	20.0%	12	26.7%	10	22.2%

Table 73 shows the number and percent of sixth, seventh, and eighth grade mentees receiving a demoting mark from at least one teacher for behaving inappropriately in class. Data was not available for eighth grade mentees for the grading period ending June 1997.

The percent of sixth grade mentees receiving a demoting mark from at least one teacher for behaving inappropriately in class ranged from a high of 100.0 percent in January 1998 to a low of 16.0 percent in June 1997. Sixth grade mentees continued to have problems behaving in class throughout the mentoring program. They experienced an increase from 16.0 percent to 84.0 percent, a 68.0 percent increase. This was the largest increase experienced by the different mentee subgroups.

The percent of seventh grade mentees receiving a demoting mark from at least one teacher for behaving inappropriately in class ranged from a high of 25.0 percent in January 1998 to a low of 12.5 percent in June 1997 and March 1998. Compared to the other mentee subgroups, the seventh grade mentees demonstrated that they knew and were willing to comply with classroom rules.

The percent of eighth grade mentees receiving a demoting mark from at least one teacher for behaving inappropriately in class stayed constant at 25.0 percent. Compared to the other mentee subgroups, this was the only subgroup that showed no change in behavior.

Table 74 shows the number and percent of Fall 1997 mentees receiving a demoting mark from at least one teacher for being absent excessively. The percent of mentees being absent excessively ranged from a high of 6.7 percent in March 1998 to a low of 2.2 percent in January 1997. The Fall 1997 mentees absentee rate was irregular. There was a difference of 4.5 to 1.4 percent between grading periods.

Table 73**In-Class Behavior: Behaves Inappropriately in Class****Broken Down By Grade Level****For June 1997 through March 1998****Number and Percent of Mentees**

	June 1997		November 1997		January 1998		March 1998	
Mentees	#	%	#	%	#	%	#	%
6 th Grade	4	16.0%	24	96.0%	25	100%	21	84.0%
7 th Grade	2	12.5%	3	18.8%	4	25.0%	2	12.5%
8 th Grade	N/A*	N/A*	1	25.0%	1	25.0%	1	25.0%

N/A* Not Available**Table 74****In-Class Behavior: Is Absent Excessively****For Fall 1997 Mentees****For June 1997 through March 1998****Number and Percent of Mentees**

June 1997		November 1997		January 1998		March 1998	
#	%	#	%	#	%	#	%
1	3.0%	2	4.4%	1	2.2%	3	6.7%

Table 75 shows the number and percent of sixth, seventh, and eighth grade mentees receiving a demoting mark from at least one teacher for being absent excessively. Data was not available for eighth grade mentees for the grading period ending June 1997.

The percent of sixth grade mentees receiving a demoting mark from at least one teacher for being absent excessively ranged from a high of 8.0 percent in March 1998 to a low of zero percent in November 1997. Sixth grade mentees continued to have problems with excessive absences throughout the mentoring program, with the exception of the second grading period ending in November 1997. During the program, their excessive absences doubled from 4.0 percent to 8.0 percent. Compared to other mentee subgroups, with the exception of the second grading period, they had the highest percent of demoting marks for excessive absences.

The percent of seventh grade mentees receiving a demoting mark from at least one teacher for being absent excessively ranged from a high of 12.5 percent in November 1997 to a low of zero percent in June 1997 and January 1998. Compared to the other mentee subgroups, the seventh grade mentees experienced the greatest decline in demoting marks for excessive absence. They decreased excessive absence from 12.5 percent to 4.0 percent, an 8.5 percent decrease. One problem they still have is the fact that at the start of the mentoring program, they had zero demotion marks for excessive absence, by the end of the mentoring program, 4.0 percent of the seventh grade mentees received demoting marks.

The percent of eighth grade mentees receiving a demoting mark from at least one teacher for being absent excessively stayed constant at zero percent. Compared to the other mentee subgroups, this was the only subgroup that showed no change in behavior.

Table 76 shows the number and percent of Fall 1997 mentees receiving a demoting mark from at least one teacher for being inattentive in class. The percent of

Table 75
In-Class Behavior: Is Absent Excessively
Broken Down By Grade Level
For June 1997 through March 1998
Number and Percent of Mentees

	June 1997		November 1997		January 1998		March 1998	
Mentees	#	%	#	%	#	%	#	%
6 th Grade	1	4.0%	0	0.0%	1	4.0%	2	8.0%
7 th Grade	0	0.0%	2	12.5%	0	0.0%	1	4.0%
8 th Grade	N/A*	N/A*	0	0.0%	0	0.0%	0	0.0%

N/A* Not Available

mentees being inattentive in class ranged from a high of 37.8 percent in January 1998 to a low of 24.4 percent in March 1998. The Fall 1997 mentees continued to have problems being attentive in class during the first through the third grading periods. In the fourth grading period, they did show some improvement in their performance. During the mentoring program, they improved their performance by dropping from 30.3 percent to 24.4 percent, a decrease of 5.9 percent.

Table 77 shows the number and percent of sixth, seventh, and eighth grade mentees receiving a demoting mark from at least one teacher for being inattentive in class. Data was not available for eighth grade mentees for the grading period ending June 1997.

The percent of sixth grade mentees receiving a demoting mark from at least one teacher for being inattentive in class ranged from a high of 36.0 percent in January 1998 to a low of 24.0 percent in June 1997 and March 1998. Sixth grade mentees continued to

Table 76
In-Class Behavior: Is Inattentive
For Fall 1997 Mentees
For June 1997 through March 1998

June 1997		November 1997		January 1998		March 1998	
#	%	#	%	#	%	#	%
10	30.3%	14	31.1%	17	37.8%	11	24.4%

The percent of sixth grade mentees receiving a demoting mark from at least one teacher for being inattentive in class ranged from a high of 36.0 percent in January 1998 to a low of 24.0 percent in June 1997 and March 1998. Sixth grade mentees continued to have problems being attentive in class throughout the mentoring program. During the second and third grading periods, the problem was the most pronounced. Examining marks for inattentive period from the first grading period and last grading period of the mentoring program, the sixth grade mentees exhibit some degree of inattentive behavior, however there was no change in the amount of demoting marks. They started with a 24.0 percent and ended with a 24.0 percent rate of demoting marks for inattentive behavior. Compared to other mentee subgroups, they had the lowest rating of inattentive behavior at the end of the mentoring program.

The percent of seventh grade mentees receiving a demoting mark from at least one teacher for being inattentive in class ranged from a high of 43.8 percent in January 1998 to a low of 25.0 percent in all remaining grading periods. Compared to the other mentee subgroups, the seventh grade mentees experienced the largest increase in inattentive behavior between two grading periods. They increased from 25.0 percent to

43.8 percent between the second and third grading period. This increase was short-lived. By the fourth grading period, the seventh grade mentees were able to reduce their demoting marks for inattentive behavior back to their low of 25.0 percent.

The percent of eighth grade mentees receiving a demoting mark from at least one teacher for being inattentive in class ranged from a high of 50.0 percent in November 1997 to a low of 25.0 percent for January and March 1998. Compared to the other mentee subgroups, they had one of the highest percents of demoting marks for inattentive behavior. At the end of the mentoring program, they had the same percent of demoting marks as the seventh grade mentees. Both the seventh and eighth grade mentees had one percent more demoting marks than did the sixth grade mentees.

Table 77

In-Class Behavior: Is Inattentive

Broken Down By Grade Level

For June 1997 through March 1998

Number and Percent of Mentees

	June 1997		November 1997		January 1998		March 1998	
Mentees	#	%	#	%	#	%	#	%
6 th Grade	6	24.0%	8	32.0%	9	36.0%	6	24.0%
7 th Grade	4	25.0%	4	25.0%	7	43.8%	4	25.0%
8 th Grade	N/A*	N/A*	2	50.0%	1	25.0%	1	25.0%

N/A* Not Available

Table 78 shows the number and percent of Fall 1997 mentees receiving a demoting mark from at least one teacher for needing to make up tests and or assignments.

The percent of mentees needing to make up tests and or assignments ranged from a high of 44.4 percent in January 1998 to a low of 12.1 percent in June 1997. The Fall 1997 mentees continued to have problems needing to make up tests and or assignments throughout the mentoring program. This problem has increased in intensity. In the fourth grading period, they did show some improvement in their performance. In the fourth grading period, they improved their performance by dropping from 44.4 percent to 40.0 percent, a decrease of 4.4 percent.

Table 78

In-Class Behavior: Needs to Make Up Tests and or Assignments

For Fall 1997 Mentees

For June 1997 through March 1998

Number and Percent of Mentees

June 1997		November 1997		January 1998		March 1998	
#	%	#	%	#	%	#	%
4	12.1%	16	35.6%	20	44.4%	18	40.0%

Table 79 shows the number and percent of sixth, seventh, and eighth grade mentees receiving a demoting mark from at least one teacher for needing to make up tests and or assignments. Data was not available for eighth grade mentees for the grading period ending June 1997.

The percent of sixth grade mentees receiving a demoting mark from at least one teacher for needing to make up tests and or assignments ranged from a high of 44.0

percent in March 1998 to a low of 12.0 percent in June 1997. Sixth grade mentees continued to have problems in needing to make up tests and or assignments throughout the mentoring program. They experienced an increase from 12.0 percent to 44.0 percent, a 32.0 percent increase. This was the largest increase experienced by the different mentee subgroups.

The percent of seventh grade mentees receiving a demoting mark from at least one teacher for needing to make up tests and or assignments ranged from a high of 56.3 percent in January 1998 to a low of 6.3 percent in June 1997.

The seventh grade mentees experienced two large spikes in their need to make up tests and or assignments. The first big increase occurred between the June 1997 grading period and November 1997 grading period. There was an increase from 6.3 percent to 43.8 percent, an increase of 37.5 percent. The second large increase occurred between the November 1997 and January 1998 grading period. During this time seventh grade mentee needs increased from 43.8 percent to 56.3 percent, a 12.5 percent increase.

Equally important is the significant decrease in the need to make up tests and or assignments. There was a decrease from 56.3 percent to 37.5 percent between the January 1998 and March 1998 grading periods, a decrease of 18.8 percent.

Compared to the other mentee subgroups, the seventh grade mentees have experienced the greatest variation in their needs. At the close of the mentoring program, they had the second highest need. Second only to the sixth grade mentees. The difference between these two mentee subgroups was 6.5 percent.

The percent of eighth grade mentees receiving a demoting mark from at least one teacher for needing to make up tests and or assignments ranged from a high of 50.0 percent in January 1998 to a low of 25.0 percent in both November 1997 and March 1998. Compared to other mentee subgroups, this mentee group has the lowest need to make up tests and or assignments. At the end of the mentoring program 25.0 percent of the eighth grade mentees received a demoting mark. This is compared to the 44.0 percent for sixth grade mentees and 37.5 percent for seventh grade mentees.

Table 79

In-Class Behavior: Needs to Make Up Tests and or Assignments

Broken Down By Grade Level

For June 1997 through March 1998

Number and Percent of Mentees

	June 1997		November 1997		January 1998		March 1998	
Mentees	#	%	#	%	#	%	#	%
6 th Grade	3	12.0%	8	32.0%	9	36.0%	11	44.0%
7 th Grade	1	6.3%	7	43.8%	9	56.3%	6	37.5%
8 th Grade	N/A*	N/A*	1	25.0%	2	50.0%	1	25.0%

N/A* Not Available

Table 80 shows the number and percent of Fall 1997 mentees receiving a demoting mark from at least one teacher for using time poorly in class. The percent of mentees using time poorly in class ranged from a high of 33.3 percent in November 1997 and January 1998 to a low of 30.3 percent in June 1997. The Fall 1997 mentees continued to have problems using time in class throughout the mentoring program.

Table 80
In-Class Behavior: Uses Time Poorly
For Fall 1997 Mentees
For June 1997 through March 1998
Number and Percent of Mentees

June 1997		November 1997		January 1998		March 1998	
#	%	#	%	#	%	#	%
10	30.3%	15	33.3%	15	33.3%	14	31.1%

Table 81 shows the number and percent of sixth, seventh, and eighth grade mentees receiving a demoting mark from at least one teacher for using time poorly in class. Data was not available for eighth grade mentees for the grading period ending June 1997.

The percent of sixth grade mentees receiving a demoting mark from at least one teacher for using time poorly in class ranged from a high of 36.0 percent in November 1997 and March 1998 to a low of 28.0 percent in June 1997 and March 1998. Sixth grade mentees continued to have problems using class time effectively throughout the mentoring program. From the start to the end of the program, they experienced an increase from 28.0 percent to 36.0 percent, an 8.0 percent increase. This was the largest increase experienced by the different mentee subgroups.

The percent of seventh grade mentees receiving a demoting mark from at least one teacher for using time poorly in class ranged from a high of 43.8 percent in January 1998 to a low of 18.8 percent in June 1997. The seventh grade mentees have learned time management during the mentoring program.

During the June 1997 grading period through the January 1998 grading period, they continued to receive more demoting marks for poor time management skills. By the March 1998 grading period, they have demonstrated a significant increase in their time management skills. From the January 1998 grading period to the March 1998 grading period, they successfully reduced their demoting marks from 43.8 percent to 25.0 percent, a decrease of 18.8 percent. Compared to the other mentee subgroups, the seventh grade mentees have experienced the second greatest improvement in time management skills.

The percent of eighth grade mentees receiving a demoting mark from at least one teacher for using time poorly in class ranged from a high of 50.0 percent in November 1987 to a low of 25.0 percent in January 1998 and March 1998. Compared to the other mentee subgroups, the eighth grade mentees have experienced the most consistent time management skills. Additionally, they are the only mentee subgroup that has successfully reduced the percent of demoting marks for poor time management.

Table 82 shows the number and percent of Fall 1997 mentees receiving a demoting mark from at least one teacher for lacking materials in class. The percent of mentees lacking materials in class ranged from a high of 17.8 percent in January 1998 to a low of zero percent in March 1998. The Fall 1997 mentees appear to have a strong understanding and a willingness to have all the required materials in class.

Table 83 shows the number and percent of sixth, seventh, and eighth grade mentees receiving a demoting mark from at least one teacher for lacking materials in class. Data was not available for eighth grade mentees for the grading period ending June 1997.

Table 81**In-Class Behavior: Uses Time Poorly****Broken Down By Grade Level****For June 1997 through March 1998****Number and Percent of Mentees**

	June 1997		November 1997		January 1998		March 1998	
Mentees	#	%	#	%	#	%	#	%
6 th Grade	7	28.0%	9	36.0%	7	28.0%	9	36.0%
7 th Grade	3	18.8%	4	25.0%	7	43.8%	4	25.0%
8 th Grade	N/A*	N/A*	2	50.0%	1	25.0%	1	25.0%

N/A* Not Available**Table 82****In-Class Behavior: Lacks Materials****For Fall 1997 Mentees****For June 1997 through March 1998****Number and Percent of Mentees**

June 1997		November 1997		January 1998		March 1998	
#	%	#	%	#	%	#	%
4	12.1%	3	6.7%	8	17.8%	0	0.0%

The percent of sixth grade mentees receiving a demoting mark from at least one teacher for lacking materials in class ranged from a high of 24.0 percent in January 1998 to a low of zero percent in March 1998. Compared to the other mentee subgroups, the

sixth grade mentees have experienced the greatest problems in having the required class materials. They successfully resolved this problem by the March 1998 grading.

The percent of seventh grade mentees receiving a demoting mark from at least one teacher for lacking materials in class ranged from a high of 12.5 percent in June 1997, November 1997, and January 1998 to a low of zero percent in March 1998. Compared to the other mentee subgroups, the seventh grade mentees initially had the greatest problem in maintaining appropriate class materials. This problem remains constant throughout the June 1997, November 1997, and January 1998 grading periods. By the March 1998 grading period, the problem was resolved.

The eighth grade mentees always had the required class materials. Compared to the other mentee subgroups, they were the least likely to be ill-prepared for class.

Table 83

In-Class Behavior: Lacks Materials

Broken Down By Grade Level

For June 1997 through March 1998

Number and Percent of Mentees

	June 1997		November 1997		January 1998		March 1998	
Mentees	#	%	#	%	#	%	#	%
6 th Grade	2	8.0%	1	4.0%	6	24.0%	0	0.0%
7 th Grade	2	12.5%	2	12.5%	2	12.5%	0	0.0%
8 th Grade	N/A*	N/A*	0	0.0%	0	0.0%	0	0.0%

N/A* Not Available

Table 84 shows the number and percent of Fall 1997 mentees receiving a demoting mark from at least one teacher for preparing insufficiently for classwork. The percent of mentees preparing insufficiently for classwork ranged from a high of 55.6 percent in January 1998 to a low of 27.3 percent in June 1997. The Fall 1997 mentees have problems preparing sufficiently for classwork throughout the mentoring program. Their problem persisted and intensified during the first three grading period. Compared to the third grading period, they did experience moderate improvement in the fourth period. Overall, their problem increased from 27.3 percent at the beginning of the program to 46.7 percent at the end of the mentoring program, an increase of 19.3 percent.

Table 84

In-Class Behavior: Prepares Insufficiently for Classwork

For Fall 1997 Mentees

For June 1997 through March 1998

Number and Percent of Mentees

June 1997		November 1997		January 1998		March 1998	
#	%	#	%	#	%	#	%
9	27.3%	19	42.2%	25	55.6%	21	46.7%

Table 85 shows the number and percent of sixth, seventh, and eighth grade mentees receiving a demoting mark from at least one teacher for preparing insufficiently for classwork. Data was not available for eighth grade mentees for the grading period ending June 1997.

The percent of sixth grade mentees receiving a demoting mark from at least one teacher for preparing insufficiently for classwork ranged from a high of 56.0 percent in January 1998 to a low of 16.0 percent in June 1997. Sixth grade mentees continued to have problems preparing sufficiently for classwork throughout the mentoring program. They experienced an increase from 16.0 percent to 52.0 percent, a 36.0 percent increase. This was the largest increase experienced by the different mentee subgroups.

The percent of seventh grade mentees receiving a demoting mark from at least one teacher for preparing insufficiently for classwork ranged from a high of 50.0 percent in January 1998 to a low of 31.3 percent in June 1997. Compared to the other mentee subgroups, the seventh grade mentees appeared to have a moderate problem in sufficiently preparing for classwork.

The percent of eighth grade mentees receiving a demoting mark from at least one teacher for preparing insufficiently for classwork ranged from a high of 50.0 percent in November 1997 to a low of 25.0 percent in March 1998. After some struggling, the eighth grade mentees demonstrated the importance of being prepared for classwork. During the mentoring program, the percent of demoting marks received dropped from 50.0 percent to 25.0 percent, a 25.0 percent decrease. Compared to the other mentee subgroups, the eighth grade mentees experienced the largest gain in learning to prepare for classwork.

Table 86 shows the number and percent of Fall 1997 mentees receiving a demoting mark from at least one teacher for having difficulty with the subject matter. The percent of mentees having difficulty with the subject matter ranged from a high of

Table 85**In-Class Behavior: Prepares Insufficiently for Classwork****Broken Down By Grade Level****For June 1997 through March 1998****Number and Percent of Mentees**

	June 1997		November 1997		January 1998		March 1998	
Mentees	#	%	#	%	#	%	#	%
6 th Grade	4	16.0%	10	40.0%	14	56.0%	13	52.0%
7 th Grade	5	31.3%	7	43.8%	8	50.0%	7	43.8%
8 th Grade	N/A*	N/A*	2	50.0%	3	75.0%	1	25.0%

N/A* Not Available

26.7 percent in March 1998 to a low of 6.1 percent in June 1997. Throughout the mentoring program, the Fall 1997 mentees continued to experience greater difficulties with the subject material. The percent of demoting marks increased from 6.1 percent to 26.7 percent, an increase of 20.6 percent.

Table 87 shows the number and percent of sixth, seventh, and eighth grade mentees receiving a demoting mark from at least one teacher for having difficulty with the subject matter. Data was not available for eighth grade mentees for the grading period ending June 1997.

The percent of sixth grade mentees receiving a demoting mark from at least one teacher for having difficulty with the subject matter ranged from a high of 32.0 percent in March 1998 to a low of zero percent in June 1997. Sixth grade mentees continued to have significantly increasing problems with the subject matter throughout the mentoring program. For each grading period the problem increased. It increased by 8.0 percent

Table 86**In-Class Behavior: Has Difficulty with the Subject Matter****For Fall 1997 Mentees****For June 1997 through March 1998****Number and Percent of Mentees**

June 1997		November 1997		January 1998		March 1998	
#	%	#	%	#	%	#	%
2	6.1%	5	11.1%	6	13.3%	12	26.7%

between the November 1997 and January 1998 grading periods. Additionally, it increased by 16.0 percent between the January 1998 and March 1998 grading periods. Compared to the other mentee subgroups, the sixth grade mentees the largest consistent increase in understanding subject content.

The percent of seventh grade mentees receiving a demoting mark from at least one teacher for having difficulty with the subject matter ranged from a high of 25 percent in January 1998 to a low of 12.5 percent in June 1997. Compared to the other mentee subgroups, the seventh grade mentees experienced the greatest variation or irregular pattern of understanding subject content between different grading periods.

The percent of eighth grade mentees receiving a demoting mark from at least one teacher for having difficulty with the subject matter stayed almost constant at 25 percent. Compared to the other mentee subgroups, this was the only subgroup that showed little change in behavior.

Table 87
In-Class Behavior: Has Difficulty with the Subject Matter
Broken Down By Grade Level
For June 1997 through March 1998
Number and Percent of Mentees

	June 1997		November 1997		January 1998		March 1998	
Mentees	#	%	#	%	#	%	#	%
6 th Grade	0	0.0%	1	4.0%	4	16.0%	8	32.0%
7 th Grade	2	12.5%	4	25.0%	1	6.3%	3	18.8%
8 th Grade	N/A*	N/A*	0	0.0%	1	25.0%	1	25.0%

N/A* Not Available

Table 88 shows the number and percent of Fall 1997 mentees receiving a demoting mark from at least one teacher for working below grade level. The percent of mentees behaving inappropriately in class ranged from a high of 6.7 percent to a low of zero percent. During the June 1997 grading period the Fall 1997 mentees received zero demoting marks for working below grade level. Starting in the November 1997 grading period and continuing throughout the remainder of the mentoring program, 6.7 percent of the Fall 1997 mentees received demoting marks for working below their grade level.

Table 89 shows the number and percent of sixth, seventh, and eighth grade mentees receiving a demoting mark from at least one teacher for working below grade level. Data was not available for eighth grade mentees for the grading period ending June 1997.

Table 88
In-Class Behavior: Works Below Grade Level
For Fall 1997 Mentees
For June 1997 through March 1998
Number and Percent of Mentees

June 1997		November 1997		January 1998		March 1998	
#	%	#	%	#	%	#	%
0	0.0%	3	6.7%	3	6.7%	3	6.7%

The percent of sixth grade mentees receiving a demoting mark from at least one teacher for working below grade level ranged from a high of 8.0 percent in March 1998 to a low of zero percent in June 1997. Sixth grade mentees continued to have problems working below grade level throughout the mentoring program. They experienced an increase from zero percent to 8.0 percent from the start of the mentoring program to the end of the program. This 8.0 percent increase was the largest increase experienced by the different mentee subgroups.

The percent of seventh grade mentees receiving a demoting mark from at least one teacher for working below grade level ranged from a high of 12.5 percent in November 1997 and January 1998 to a low of zero percent in June 1997. Compared to the other mentee subgroups, the seventh grade mentees demonstrated the greatest improvement between the November 1997 and March 1998 grading periods.

None of the eighth grade mentees received a demoting mark from at least one teacher for working below grade level. Compared to the other mentee subgroups, this subgroup demonstrates the greatest ability to work at their assigned grade level.

Table 89

In-Class Behavior: Works Below Grade Level

Broken Down By Grade Level

For June 1997 through March 1998

Number and Percent of Mentees

	June 1997		November 1997		January 1998		March 1998	
Mentees	#	%	#	%	#	%	#	%
6 th Grade	0	0.0%	1	4.0%	1	4.0%	2	8.0%
7 th Grade	0	0.0%	2	12.5%	2	12.5%	1	6.3%
8 th Grade	N/A*	N/A*	0	0.0%	0	0.0%	0	0.0%

N/A* Not Available

Summary

This chapter provided a detailed report of the Rosemont Middle School Mentor/Mentee Program mentee survey. Additionally, it offered an in-depth description of changes that occurred during the mentoring program. Data was reported collectively for all Fall 1997 mentees followed by sixth, seventh, and eighth grade mentee subgroups. Chapter V will provide a detailed analysis of the information cited in Chapter IV. Additionally, conclusions and recommendations will also be presented in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V presents a summary of this study. It analyzes, synthesizes, and draws conclusions on the data presented and described in Chapter IV. Finally, it offers recommendations for enhancing Rosemont Middle School Mentor/Mentee program policies and procedures.

Summary

The problem of this study was to determine the effect of the Rosemont Middle School Mentor/Mentee Program of Norfolk Public Schools on the scholastic advancement, attitudes, and behavior of the Fall 1997 sixth, seventh, and eighth grade mentees.

The objectives of this study were to explore the following questions:

1. How was the mentoring relationship perceived by the Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade student mentees?
2. What effect did the Rosemont Middle School Mentor/Mentee Program of Norfolk Public Schools have on the scholastic advancement of the Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade mentees?

3. What effect did the Rosemont Middle School Mentor/Mentee Program of Norfolk Public Schools have on the attitudes of the Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade mentees as perceived by the mentees?
4. What effect did the Rosemont Middle School Mentor/Mentee Program of Norfolk Public Schools have on the behavior of the Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade mentees?

In order for this mentoring program to continue to meet Rosemont Middle School students' needs, it is imperative to conduct an end-of-the-program evaluation. This evaluation will ensure that the program is meeting its stated goals and objectives. Additionally, it will help determine what changes to implement. Finally, it will offer guidance to those who replicate all or part of this program in their community.

This study was limited to Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade mentees. A qualitative study of the perceptions and attitudes of the Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade mentees was conducted. This study was conducted using a three-part mentee survey. Parts I and II were based on closed-ended questions. Part III was comprised of three open-ended questions.

Additionally, a quantitative study of the scholastic advancements and in-school behavior of all the Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade mentees was performed. Statistical data was obtained from the Norfolk Middle School

Report Card Grades 6 through 8. Data collected included grade-point average for grading period; days absent by month and times tardy by month during the entire period.

After collecting all data, a two-step analysis was performed. First, data for all mentees was examined. Second, the mentees were divided into three subgroups, sixth, seventh, and eighth grade mentees. Based on the data findings, the remainder of this chapter is dedicated to drawing conclusions and offering recommendations for continued enhancement of the Rosemont Middle School Mentor/Mentee program.

Conclusions

Based on the data collected during this study, the following conclusions are made:

1. How was the mentoring relationship perceived by the Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade student mentees?

Several survey questions were designed to measure mentees' feelings about the mentoring program, adult mentor and student mentor. A total of 33 mentees or 73.3 percent expressed their feelings about the mentoring program. The mentees reported that they agreed that they liked to participate in this program again with a mean of 1.36. The sixth grade respondents expressed the strongest desire to participate in the program again. A total of 20 mentees or 80 percent of the sixth grade mentees responded with a mean of 1.20. A total of 10 or 62.5 percent of the seventh grade mentees agreed that they would like to participate in the program again with a mean of 1.60. Eighth grade respondents expressed the smallest agreement to participate in the mentoring program again. Three or 75.0 percent of the eighth grade mentees responded with a mean of 1.67.

Four questions were designed to determine if mentees' agreed that they liked their adult mentor, if the adult mentor enjoyed the same kinds of things mentees did, if mentees got along well with their adult mentor, and if the mentees would like to have the same adult mentor again. Collectively, mentees agreed that they liked their adult mentor. A total of 37 mentees or 82.2 percent of all mentees responded that they liked their adult mentor with a mean of 1.30. Sixth grade mentees expressed the strongest like for their adult mentor. A total of 21 or 84 percent of the sixth grade mentees responded that they liked their adult mentor with a mean of 1.24. A total of 12 or 75 percent of the seventh grade mentees responded with a mean of 1.33. All four or 100 percent of the eighth grade mentees responded that they agreed they liked their adult mentor with a mean of 1.50.

A total of 37 mentees or 82.2 percent of the mentees agreed that the adult mentor enjoyed the same kinds of things mentees did with a mean of 1.89. Eighth grade mentees expressed the strongest agreement that the adult mentor enjoyed the same kinds of things mentees did with a mean of 1.50. A total of 21 or 84 percent of the sixth grade mentees responded that the adult mentor enjoyed the same kinds of things mentees did with a mean of 1.95. A total of 12 or 75 percent of the seventh grade mentees responded with a mean of 1.92.

In total, 35 mentees or 77.8 percent of the mentees answered if they got along well with their adult mentor. Mentees agreed that they did get along well with their adult mentor with a mean of 1.37. Sixth grade mentees expressed the strongest agreement. A total of 20 or 80.0 percent of the sixth grade mentees responded that got along well with

their adult mentor with a mean of 1.30. A total of 11 or 68.8 percent of the seventh grade mentees responded with a mean of 1.45. All four or 100 percent of the eighth grade mentees responded with a mean of 1.50.

A total of 37 mentees or 82.2 percent of the mentees answered if they would like to have the same adult mentor again. The mentees strongly agree that they would like to have the same adult mentor with a mean of 1.68. Sixth grade mentees expressed the strongest desire. A total of 21 or 84 percent of the sixth grade mentees responded that they would like to have the same adult mentor with a mean of 1.43. Seventh and eighth grade mentees responded equally that they would like to have the same adult mentor with a mean of 2.00. A total of 12 or 75 percent of the seventh grade mentees and all four or 100 percent of the eighth grade mentees responded.

Three questions were designed to determine if mentees' agreed that they liked their student mentor, if mentees got along well with their student mentor, and if the mentees would like to have the same student mentor again. All responding mentees agreed that they liked their student mentor. A total of 33 mentees or 73.3 percent of all mentees responded that they liked their student mentor with a mean of 1.61. The eighth grade respondents agreed that they like their student mentor with a mean of 1.33. The sixth and seventh grade respondents also agreed that they liked their student mentor with a mean of 1.55 and 1.80 respectively.

When asked if they got along well with their student mentor, 31 mentees or 68.9 percent of all mentees answered this question. The mentees agreed that they got along well with their student mentor with a mean of 1.65. Sixth grade mentees reported a

slightly stronger like for their student mentor. A total of 19 or 76 percent of the sixth grade mentees responded to this question with a mean of 1.58. Additionally, nine or 56.3 percent of the seventh grade mentees responded with a mean of 1.78. Three or 75 percent of the eighth grade mentees answered with a mean of 1.67.

There is some question as to whether the mentees would like to have the same student mentor next time. A total of 33 mentees or 73.3 percent of all mentees answered this question with a mean of 2.24. Sixth and seventh grade mentees report an equal desire to have the same student mentor next time, each with a mean of 2.20. A total of 20 or 80 percent of the sixth grade mentees responded to this question. Additionally, 10 or 62.5 percent of the seventh grade mentees responded. Eighth grade mentees agree with some vacillation that they would like to have the same student mentor next time. Three or 75 percent of the eighth grade mentees answered this question with a mean of 2.67.

2. What effect did the Rosemont Middle School Mentor/Mentee Program of Norfolk Public Schools have on the scholastic advancement of the Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade mentees?

This question was examined from two different perspectives. First, the mentees were asked to express if they thought their schoolwork improved after being assigned a student and adult mentor. Additionally, the Rosemont Middle School 6 through 8 grade report cards were used to assess mentees scholastic advancement.

A total of 32 mentees or 71.1 percent of all mentees answered if their schoolwork has improved after being assigned a student mentor. All mentees agree that their schoolwork has improved after being assigned a student mentor with a mean of 2.22.

Eighth grade mentees expressed the strongest agreement that their schoolwork improved after being assigned a student mentor with a mean of 2.0. Only two or 50.0 percent of the eighth grade mentees responded. A total of 20 or 80.0 percent of the sixth grade mentees responded with a mean of 2.25. Additionally, a total of 10 or 62.5 percent of the seventh grade mentees responded with a mean of 2.20.

Based on mean values, mentees expressed a slightly stronger agreement that adult mentors had a greater impact on their scholastic achievement. A total of 37 mentees or 82.2 percent of all mentees answered if their schoolwork has improved after being assigned a student mentor. All mentees agree that their schoolwork has improved after being assigned an adult mentor with a mean of 2.11. Eighth grade mentees expressed the strongest agreement that their schoolwork improved after being assigned an adult mentor with a mean of 1.75. All four or 100 percent of the eighth grade mentees responded. A total of 21 or 84.0 percent of the sixth grade mentees responded with a mean of 2.10. Additionally, a total of 12 or 75.0 percent of the seventh grade mentees responded with a mean of 2.25.

Comparing mentees perceptions obtained from the mentee survey to data found on the middle school report cards, some discrepancies are found. Based on data contained in the middle school report cards many mentees experienced a decrease in their grade point average, not an increase as implied from mentee survey responses. Collectively the Fall 1997 mentees grade point average decreased slightly from a 3.0 to a 2.9 during the mentoring program. Comparing the mentee subgroups grade point averages from March 1997 grading period or the start of the mentoring program to March

1998 or the end of the program, seventh grade mentee grade point averages decreased from a 3.2 to a 2.9. Sixth grade mentee grade point averages did not change. It remained at 2.9. Eighth grade mentee grade point averages were compared between November 1997, the earliest available data, to March 1998; during this time, eighth grade mentees experienced a slight decrease from 3.1 to 3.2.

Additional discrepancies have been identifying through the examination of teacher comments included on the middle school report cards. Comparing June 1997, earliest data available, to March 1998, the end of the mentoring program the following information related to all Fall 1997 mentees has been discovered: a) an increase from 63.6 percent to 75.6 percent in preparing assignments on time, b) a decrease from 45.5 percent to 44.4 percent in the number of mentees preparing in-depth assignments; c) a decrease from 90.9 percent to 82.2 percent in their willingness to contribute to class discussion; d) an increase from 12.1 percent to 40.0 percent in their need to make up tests and or assignments; e) an increase from 27.3 percent to 46.7 percent in preparing insufficiently for classwork; f) an increase from 6.1 percent to 26.7 percent in difficulty with subject matter; and g) an increase from zero percent to 6.7 percent in working below grade level.

There are some scholastic advancement differences between mentee subgroups. Based on teacher reports, sixth grade mentees have experienced a) an increase from 44.0 percent to 76.0 percent in preparing assignments on time; b) an increase from 20.0 percent to 44.0 percent in preparing in-depth assignments; c) an increase from 64.0 percent to 84.0 percent in contributing to class discussion; d) an increase from 12.0

percent to 44.0 percent in needing to make up tests and or assignments; e) a decrease from 8.0 percent to zero percent in lacking class materials; f) an increase from 16.0 percent to 52.0 percent in preparing insufficiently for classwork; g) an increase from zero percent to 32.0 percent in having difficulty with subject matter; and h) an increase from zero percent to 8.0 percent in working below their grade level. Seventh grade mentees have experienced a) an increase 62.5 percent to 75.0 percent in preparing assignments on time; b) a decrease from 62.5 percent to 43.8 percent in preparing in-depth assignments; c) a decrease from 87.5 percent to 81.3 percent in contributing to class discussion; d) an increase from 6.3 percent to 37.5 percent in needing to make up tests and or assignments; e) a decrease from 12.5 percent to zero percent in lacking class materials; f) an increase from 31.3 percent to 43.8 percent in preparing insufficiently for classwork; g) an increase from 12.5 percent to 18.8 percent in having difficulty with subject matter; and h) an increase from zero percent to 6.3 percent in working below their grade level. Eighth grade mentees have experienced a) no change in preparing assignments on time a constant value of 75.0 percent was maintained; b) no change in preparing in-depth assignments a value of 50.0 percent was maintained; c) a decrease from 100 percent to 75.0 percent in contributing to class discussion; d) no change in needing to make up tests and or assignments a value of 25.0 percent was maintained; e) no change in lacking class materials a value of zero percent was maintained; g) a decrease from 50.0 percent to 25.0 percent in preparing insufficiently for classwork; f) an increase from zero percent to 25.0 percent in having difficulty with subject matter; and h) no change in working below their grade level a constant value of zero percent was maintained.

3. What effect did the Rosemont Middle School Mentor/Mentee Program of Norfolk Public Schools have on the attitudes of the Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade mentees as perceived by the mentees?

This question was addressed through the mentee survey. Mentees agree that they got along better with people now than before they had a student and adult mentor.

Mentees were asked two related questions. First, they were asked to state their level of agreement to the following question: "I get along better with people now than before I had a student mentor." A total of 32 mentees or 71.1 percent of all mentees answered this question. The mentees agreed, with a mean of 2.41 that they get along better with people now than before they had a student mentor.

Some differences exist between mentee subgroups. A total of 19 or 76 percent of the sixth grade mentees responded to this question. Additionally, 10 or 62.5 percent of the seventh grade mentees responded. Three or 75 percent of the eighth grade mentees answered the question.

Eighth grade respondents strongly agree that they get along better with people now than before they had a student mentor with a mean of 1.67. The sixth grade respondents agreed that they get along better with people now than before they had a student mentor with a mean of 2.26. Seventh grade mentees are more inconclusive about whether they get along better with people now than before they had a student mentor. They had a mean of 2.90. This mean borders on neither agree nor disagree that they get along better with people now than before they had a student mentor.

The second question mentees were asked to state their level of agreement to was "I get along better with people now than before I had an adult mentor." A total of 37 mentees or 82.2 percent of all mentees answered this question. The mentees agreed, with a mean of 2.16 that they get along better with people now than before they had an adult mentor.

Some differences exist between mentee subgroups. A total of 21 or 84 percent of the sixth grade mentees responded to this question. Additionally, 12 or 75 percent of the seventh grade mentees responded. All four or 100 percent of the eighth grade mentees answered the question.

Eighth grade respondents reported that they strongly agree that they get along better with people now than before they had an adult mentor with a mean of 1.75. Sixth and seventh grade mentees agree that they get along better with people now than before they had an adult mentor with a mean of 2.14 and 2.33 respectively.

4. What effect did the Rosemont Middle School Mentor/Mentee Program of Norfolk Public Schools have on the behavior of the Rosemont Middle School Fall 1997 sixth, seventh, and eighth grade mentees?

This question is answered using teacher comments included on the middle school report cards. Comparing start of program data to end of program data, in most cases June 1997 to March 1998, the following information related to all Fall 1997 mentees has been discovered: a) no change in average days absent, a 1.6 value was maintained; b) no change in tardiness reported by month a 1.8 value was maintained; c) an increase from 57.6 percent to 62.2 percent in being punctual for class; d) an increase from 72.7 percent

to 80.0 percent in making good use of class time; e) an increase from 18.2 percent to 22.2 percent in behaving inappropriately in class; f) an increase from 3.0 percent to 6.7 percent in excessive absences; g) a decrease from 30.3 percent to 24.4 percent in inattentive class behavior; and h) an increase from 30.3 to 31.1 in using class time poorly.

Differences exist between the mentee subgroups. Sixth grade mentees experience a) no change in average days absent, a value of 1.8 was maintained; b) an increase from 1.7 to 1.8 in tardiness reported by month; c) an increase from 36.0 percent to 68.0 percent in being punctual for class; d) an increase from 44.0 percent to 84.0 percent in making good use of class time; e) an increase in 16.0 percent to 84.0 percent in behaving inappropriately in class; f) an increase from 4.0 percent to 8.0 percent in excessive absences; g) no change in inattentive class behavior, a value of 24.0 percent was maintained; and h) an increase from 28.0 percent to 36.0 percent in using class time poorly. Seventh grade mentees experienced a) a decrease from 1.4 to 1.0 in average days absent; b) a decrease from 1.9 to 1.8 in tardiness reported by month; c) a decrease from 62.5 percent to 56.3 percent in being punctual for class; d) a decrease from 81.3 percent to 75.0 percent in making good use of class time; e) no change in behaving inappropriately in class, a value of 12.5 percent was maintained; f) an increase from zero percent to 4.0 percent in excessive absences; g) no change in inattentive class behavior, a value of 25.0 percent was maintained; and h) an increase from 18.8 percent to 25.0 percent in using class time poorly. Eighth grade mentees experienced a) no change in average days absent, a value of zero was maintained; b) no change in tardiness reported by month, a value of one was maintained; c) a decrease from 100 percent to 50.0 percent

in being punctual for class; d) a decrease from 100 percent to 75.0 percent in making good use of class time; e) no change in behaving inappropriately in class, a value of 25.0 percent was maintained; f) no change in excessive absences, a value of zero was maintained; g) a decrease from 50.0 percent to 25.0 percent in inattentive class behavior; and h) a decrease from 50.0 percent to 25.0 percent in using class time poorly.

Recommendations

Based on the findings and conclusions of this study, the researcher makes the following recommendations:

1. Since this is the first time the Rosemont Middle School Mentor/Mentee program has been evaluated, all findings in this study should be used as a benchmark for future evaluations. Additionally, it would be very useful to maintain data on the progress of all Rosemont Middle School students on the variables assessed in this study. Meeting these recommendations would offer useful information to the Rosemont Middle School Mentor/Mentee program coordinator and related staff.
2. The roles of the mentoring program participants should be more clearly defined. This recommendation applies specifically to the student mentor. Many of the mentees never realized that in addition to an adult mentor they also had a student mentor.
3. Continued recognition of the different needs of the sixth, seventh, and eighth grade mentees. Based on the findings of this study, current policies and procedures are able to address only a few of the scholastic and social skills of the mentees. Different types of activities may need to be included to meet all of the needs of

all of the mentees. This may be too idealistic, however it is a goal worth attempting to obtain.

4. Overall, the Fall 1997 mentees have been satisfied with the mentoring program. Possible improvements or additions to the mentoring program include community service projects, more field trips, and more prominent guest speakers. These recommendations stem from mentee comments to open-ended questions.

5. Continued development and expansion of the Rosemont Middle School Mentor/Mentee program. If possible, it would be appropriate to include all schools under the ATLAS program. After demonstrating the successful inclusion of ATLAS schools, if funding and staffing are available the mentoring program may be expanded across all Norfolk Public Schools.

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APPENDICES

APPENDIX A

SAMPLE OF BLANK MENTEE SURVEY

ROSEMONT MIDDLE SCHOOL MENTEE SURVEY

- I. We are interested in finding out how the Rosemont Middle School Mentor/Mentee Program has helped you. Please answer each of the following questions. Please check the response that most closely tells us how you feel. Please check only one response for each question. Remember, your opinion is very important to us. There is no right or wrong answer. The correct answer is how you truly feel.

Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I believe if I try, I can do it with NO help from my friends.					
I believe if I try, I can do it with a LITTLE help from my friends.					
I believe if I try, I can do it with a LOT OF help from my friends.					
During my free time, I prefer being with a GROUP of people.					
During my free time, I prefer being with a FEW CLOSE FRIENDS .					
During my free time, I prefer being ALONE .					
I like to tell people who are close to me about things I have done.					
I like to work by MYSELF .					
I like to work with a GROUP of people.					
I like to be in charge of a project.					
When working on a project, I like someone to tell me what I can do to help.					

- II. Now, we would like to know what you thought of your experience in the Mentor/Mentee Program. Please answer each of the following questions. Please check the response that most closely tells us how you feel. Please check only one response for each question. Remember, your opinion is very important to us. There is no right or wrong answer. The correct answer is how you truly feel.

Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
STUDENT MENTOR					
I like my student mentor.					
I got along well with my student mentor.					
I get along better with people now than before I had a student mentor.					
My school work has improved after being assigned a student mentor.					
I would like to have the same student mentor next time.					
I would like to participate in this program again.					
ADULT MENTOR					
I like my adult mentor.					
My adult mentor liked the same kinds of things I do.					
I got along well with my adult mentor.					
I get along better with people now than before I had an adult mentor.					
My school work has improved after being assigned an adult mentor.					
I would like to have the same adult mentor next time.					

III. Please complete the following sentences.

1. What I liked the most about the Rosemont Middle School Mentor/Mentee Program was:

2. I would like to see the following added to the Rosemont Middle School Mentor/Mentee Program:

3. What I did not like about the Rosemont Middle School Mentor/Mentee Program was:

Thank You for Helping Make the Rosemont Middle School Mentor/Mentee Program A Success!

APPENDIX B

ROSEMONT MIDDLE SCHOOL MENTEE SURVEY

PART III

OPEN-ENDED QUESTIONS

OPEN-ENDED QUESTIONS

QUESTION 1: What I liked the most about the Rosemont Middle School

Mentor/mentee Program was:

1. We go on trips and we help each other.
2. Meeting some new friends but there were people that I really did not like and get along with.
3. The people we met and talked to us.
4. We studied and worked hard but it pays off when we go on the trip.
5. Being with a group of kids that all have the same problems as me.
6. The meeting with Bruce. Now I see him sometimes at the baseball field and he is my mom's and my friend.
7. The mentors that helped me.
8. Everyone was kind and funny. People were always sharing and being nice. It also helped many people. The career days were also a great experience.
9. You get to meet other people.
10. Teaching my mentees about what they did not understand in an academic class.
11. It taught me how to be very responsible and respectful.
12. All of the career days, getting to know people, doing the welcomes all time, and helping Mr. Harris in anyway possible.
13. I liked that it helped people raise their grades and that we went on trips.
14. When we went to the Ravens game.

15. The trips and it was fun.
16. The way Mr. Harris never gave up on us. He worked very hard to make it the best program ever!
17. The people who helped me. The tutoring, all the special field trips, and the special times we spent together.
18. What I liked most about the Mentor/Mentee program is the respect, self-discipline, and kindness unto others that I learned.
19. I got to interact with students around me that were in different groups and I learned a lot from it.
20. What I liked the most about the mentorship program was that I got to meet new people and help with my grades.
21. When we went to see the basketball games. Also when we had a meeting, I has so much fun.
22. The way Mr. Harris pushed us to bring in progress reports to see how we were doing in our classes and most of all the field trips.
23. That I had a lot of fun and it taught me to be more responsible with work and more respectful towards my family members, teachers, and other adults.
24. I got to learn new things and go new places.
25. The career days.
26. The help and support I was getting from Mr. Harris and my peers.
27. All the help I received from others.

28. I liked working with people, and being able to improve my grades.
29. Going on the field trip, and being around a lot of people whom like (care) for me.
30. That I got along with everyone without any problems.
31. All of the trips and information that they gave me.
32. Going to the Bulls game.
33. The trips, getting help with my work and finally working with Mr. Harris.
34. It taught me respect, responsibility, self-control, self-discipline and it taught me to work for something I want.

QUESTION 2: I would like to see the following added to the Rosemont Middle School Mentor/Mentee Program:

1. More time to do stuff. Something to drink at the meeting.
2. More trips. Less people.
3. More people can be permitted.
4. More time together for everyone to work together.
5. The field trips and the attention.
6. Nothing I like it the way it is.
7. More field trips.
8. Nothing.
9. More people being serious about chore list and progress reports. More mentors who are committed to the program.
10. I would like to see more working and less about the trip.

11. Go on a couple of NBA, and WNBA, NHL games.
12. I would like to see more tutoring meetings.
13. More people, more special trips, and for Mr. Harris to stay in charge as long as he can.
14. I would like nothing added to the program.
15. Even if you move up to high school you are still a member of the program.
16. More trips, more people, same mentor as we had this year.
17. Add others who are in trouble by their work in their classes.
18. Field trip to Kings Dominion or Busch Gardens.
19. Community service and more trips to other places in our city.
20. More people in the program.
21. Snacks with drinks at every meeting; more free field trips; meeting other people at other schools; and raise money on chore list.
22. A dance for after every year.
23. Have better seats at the game so I can see the players.

QUESTION 3: What I did not like about the Rosemont Middle School

Mentor/Mentee Program was:

1. Meeting twice a week.
2. I didn't like the tutoring sessions because I really didn't get any help with my work.
3. Nothing.
4. How to wear a dress at programs.

5. Nothing.
6. The Wednesday night meetings were too long.
7. Nothing.
8. That some people were rude and the days were not good for me because of cheerleading.
9. Everything was and is fine with me.
10. When kids get all out of hand.
11. I did not get to attend the meetings.
12. I loved everything about it.
13. It was only a few people.